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
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
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
Students organize thoughts

Knowledge

Experience
Students see the big picture
Students feel empowered
Teachers can surface confusions

Misconceptions
Teachers can check for understanding
Teachers can gather data
Teachers can inform instruction
How can I introduce them?
Room set-up
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)
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.

Learning Goals | Example Elementary Classroom

http://classroom.4teachers.org/
### Collaboration Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on the task and participation</strong></td>
<td>Consistently stays focused on the task and what needs to be done. Very self-directed.</td>
</tr>
<tr>
<td></td>
<td>A true team member who contributes a lot of effort, and encourages and supports the efforts of others in the group.</td>
</tr>
<tr>
<td><strong>Dependability and shared responsibility</strong></td>
<td>Consistently punctual for group meetings, turns in all work on time.</td>
</tr>
<tr>
<td></td>
<td>Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.</td>
</tr>
<tr>
<td><strong>Listening, questioning, and discussing</strong></td>
<td>Respectfully listens, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.</td>
</tr>
<tr>
<td></td>
<td>Routinely gathers research and shares useful ideas when participating in the group discussion. Defends/ rethinks ideas relating to the group’s project goals.</td>
</tr>
<tr>
<td><strong>Research and information sharing</strong></td>
<td>Actively looks for and suggests solutions to problems.</td>
</tr>
<tr>
<td><strong>Group and partner teamwork</strong></td>
<td>Consistently makes necessary compromises to accomplish a common goal.</td>
</tr>
<tr>
<td></td>
<td>Always has a positive attitude about the task(s) and the work of others.</td>
</tr>
<tr>
<td></td>
<td>All team members contribute equally to the finished project</td>
</tr>
<tr>
<td></td>
<td>Performs all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always does the assigned work.</td>
</tr>
</tbody>
</table>

[https://www2.uwstout.edu/content/profdev/rubrics/secondaryteamworkrubric.html](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)
Online spinner

http://www.mathsisfun.com/data/spinner.php
Sharing
Sharing: Apple TV
Sharing: Reflector 2 App

$14.99

http://www.airsquirrels.com
Sharing: Reflector Student

http://www.airsquirrels.com
Sharing: Quicktime
Sharing: Ziggi HDPlus

$99.99

http://ipevo.com
Spinner app recording

Ziggi

Projected image

Projector

Laptop

iPad

http://ipevo.com
Ziggi recording

Random person generator
Has more than 3 children
FIVE MINUTE PERSONALITY QUIZ

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

<table>
<thead>
<tr>
<th></th>
<th>L</th>
<th>O</th>
<th>G</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>___ Likes Authority</td>
<td>___ Enthusiastic</td>
<td>___ Sensitive Feelings</td>
<td>___ Likes Instructions</td>
</tr>
<tr>
<td>2.</td>
<td>___ Takes Charge</td>
<td>___ Takes Risks</td>
<td>___ Loyal</td>
<td>___ Accurate</td>
</tr>
<tr>
<td>3.</td>
<td>___ Determined</td>
<td>___ Visionary</td>
<td>___ Calm, Even Keel</td>
<td>___ Consistent</td>
</tr>
<tr>
<td>4.</td>
<td>___ Enterprising</td>
<td>___ Very Verbal</td>
<td>___ Enjoys Routine</td>
<td>___ Predictable</td>
</tr>
</tbody>
</table>
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.
Recording in the classroom

https://www.teachingchannel.org/videos/videotaping-tips-for-teachers
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 EDUONO
- 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?
<table>
<thead>
<tr>
<th>How do you determine students' prior knowledge?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw</strong></td>
</tr>
<tr>
<td>Draw what you know. Ask the students questions about their drawings.</td>
</tr>
<tr>
<td><strong>Mind Map</strong></td>
</tr>
<tr>
<td>Create a mind map of your prior knowledge.</td>
</tr>
<tr>
<td><strong>Quiz</strong></td>
</tr>
<tr>
<td>Take a pre-quiz.</td>
</tr>
<tr>
<td><strong>Challenge</strong></td>
</tr>
<tr>
<td>Create a challenge. Evaluate their prior knowledge.</td>
</tr>
<tr>
<td><strong>Reveal</strong></td>
</tr>
<tr>
<td>Ask each student to play a character. Encourage the other students to guess who or what they are. Reveal the answers.</td>
</tr>
<tr>
<td><strong>Watch</strong></td>
</tr>
<tr>
<td>Watch the students as you assess their prior knowledge. Look for clues that they understand.</td>
</tr>
<tr>
<td><strong>Observe</strong></td>
</tr>
<tr>
<td>Observe how the students interact with their classmates. Watch for students not participating or being heard.</td>
</tr>
<tr>
<td><strong>Speak</strong></td>
</tr>
<tr>
<td>Speak to the students about misconceptions. Inquire about why they believe what they believe.</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
</tr>
<tr>
<td>Evaluate whether the information the student is telling you is understood.</td>
</tr>
</tbody>
</table>
Draw

Draw what you know. Ask the students questions about their drawings.
Draw and record: Explain Everything

1. 

2. 

3. 

4. 

5. 

6. 

- Food
- Rock
- Map
- Apple
- Hydrant
Draw and record: Pixiclip

Pixiclip is an interactive whiteboard. Upload images, draw sketches, and share replays with friends!

- Start doodling
- Add audio message
- Add video message

Pixiclip respects your privacy.
Pixiclip overview
Point Out

Point out any misconceptions the student is displaying.
Keep notes.
Address misconceptions.
Shared workspace: SyncPad

Sun is out and it is raining?

What does this up arrow show?

Water Cycle
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**

<table>
<thead>
<tr>
<th>K (What I Know)</th>
<th>W (What I Want to Know)</th>
<th>L (What I Learned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pumpkins are orange.</td>
<td>Why are pumpkins orange?</td>
<td></td>
</tr>
<tr>
<td>Pumpkins grow in Fall.</td>
<td>How do they grow?</td>
<td></td>
</tr>
<tr>
<td>We can make jack-o-lanterns.</td>
<td>What do they need to grow?</td>
<td></td>
</tr>
<tr>
<td>Pumpkin pies are yummy.</td>
<td>How big are the seeds?</td>
<td></td>
</tr>
</tbody>
</table>

**KWL Chart**

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I Learned</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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</table>
K-W-L

**K**

It keeps us from floating into space.

What do we think we KNOW?

**W**

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?

**L**

It keeps us from floating around.

What is gravity?

Gravity is the force that pulls objects...

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?
Online K-W-L

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.

http://sketchlot.com
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
DEMONSTRATE

Demonstrate how you would train someone on the prior knowledge.
Animation: Explain Everything

https://vimeo.com/105579280
Screencasting: Explain Everything

Integration with multiple IMPORT and EXPORT services - Dropbox, Evernote, GDrive, etc.

$3.99
Screencasting: Explain Everything

Group pricing

https://vimeo.com/105579280
Animation: Explain Everything

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

Create a mind map of your prior knowledge.
Concept map vs. Mind map

**Concept map**
- Concept map may be conducted by a teacher, peer, or self.
- Can be communicated through formal or informal feedback.
- Metacognition requires self-monitoring.

**Mind map**
- Mind map focuses on letting ideas explode.
- Encourages group ideas and thoughts by using color.
- Embraces both sides of the brain.

Related links:
- [Link to Concept Map](http://linkyy.com/osc)
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 map
- 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

Symptoms of Diabetes

- Going to the loo all the time, especially at night
- Blurred vision
- Increased thirst
- Weight loss
- Regular infections
- Extreme tiredness

Do not ignore the warning signs! See your doctor.

Testing for diabetes is easy and painless and normally only takes five seconds.

© 2008 by Paul Foreman

www.diabeticinfo.co.uk
**How Lightning Strikes**

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

**Question:** How is lightning similar to getting an electric shock when you reach for a metal doorknob?

- **Electricity**
  - Electric charges are from protons which are positive (+) and electrons which are negative (-).
  - 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.

**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.
Sketchnoting apps

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

**Lettering**

- **3 basic styles:**
  1. Print - UPPERCASE/lowercase
  2. Script (cursive)
  3. Block

- **Old English:**
  - A classily font but takes way too much time, unless you're a skilled and experienced calligrapher

**Q:**

- **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

**THINGS TO CONSIDER**

- **Create your own visual style.**
- **Don't have to fill page.**
- **Use symbols, icons, and micro-notes.**
- **Keep your pencil/pen moving.**
- **Make mistakes!**

**Things to Consider**

- **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

http://nuggethead.net/2013/01/what-are-sketch-notes/
Notes from Matt Cutt’s TED Talk
- 30 day challenge
- Do something or eliminate something
- Make it manageable to 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


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.

Works on all modern browsers, no installation needed.

Start drawing

http://bit.ly/1F8SvMe
Draw and show: IPEVO Whiteboard

http://ipevo.com
Interview

Interview classmates about what they know.
Interviewing
Podcast or audio recording
Audio recording: Twisted Wave
Audio recording: Wave Pad
Podcasting: Audioboom app
Podcasting: Podomatic

Post a new episode to Podomatic

1. Select media for your episode

2. Enter a title and description

3. Add an image

4. Choose a quality level

5. Publish!
Show-Me

Ask the student to “show me”
**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

Note mode

Grid mode

http://padlet.com
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
Listing: Coggle
Listing: Co.Map
Summarize

Have students synthesize the information learned.
The important thing about grass is that it is green. It grows, and is tender, with a sweet grassy smell. But the important thing about grass is that it is green.
The important thing about First Grade is that you learn how to count money. You learn how to take tests. And you learn to write. And you learn how to read. But the most important thing about First Grade is to learn how to count more!
Sample: The Important Book

The Important Book

Based on the original by
Margaret Wise Brown
## Apps and tools

<table>
<thead>
<tr>
<th>Video creators</th>
<th>Book creators</th>
<th>Screencasting</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Video creator app icons" /></td>
<td><img src="image2.png" alt="Book creator app icons" /></td>
<td><img src="image3.png" alt="Screencasting app icons" /></td>
</tr>
</tbody>
</table>

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http://www.schrockguide.net/digital-storytelling.html
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

#TechTipTuesday
3-2-1 Summarizer

3-2-1 Strategy Chart

Name: ___________________________ Date: __________________

Title of article: ___________________________

Source: ___________________________

3 things you discovered

2 interesting things

I question you still have
3-2-1 Summarizer: Wufoo

http://wufoo.com
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

Contact Name: Kathy
Carrier: AT&T
Time: 04:41 AM

Line 1: Foxes can catch mice in the winter
Line 2: Yes, they use magnetic north
Line 3: They can listen to the scurrying under the snow
Line 4: It is amazing!

Options: Add another line, Submit

Created Oct 17th, 2015

http://ifaketext.com
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
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.
Silent Sharing: AWW


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

GLOBAL CONNECTIONS

ACCESS TO CREATIVE APPS

SEARCHING FOR NEW CREATIVITY
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.
Advertisement: Canva
Quick scaffolding sample
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?
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?
Teacher asks “what if” questions.

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

focus learning

moving knowledge into long-term memory
Thank you!

Support page

Contact information
kathy@kathyschrock.net
@kathyschrock