

The Literacy and Numeracy Secretariat Webcast Professional Learning Series

Viewer's Guide

Teaching for Understanding: Summarization

Multi-media resource for professional learning



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On this DVD you will find ...

On this DVD-ROM you will find the webcast and related resources for *Teaching for Understanding: Summarization*. You can view the webcast either in its entirety or in segments by making your selection from the opening menu. You can also access the webcast video and print files by opening the Print and Video Resources folder. See the Technical Instructions at the end of this Viewer's Guide for more detailed information on how to download the print and video files as additional resources for your professional development.

The DVD is formatted to play from your computer's DVD drive. It will not play in the computer's CD-ROM drive or in a regular DVD player.

On this DVD you will find:

- Teaching for Understanding: Summarization
 - Featured Webcast: Play All
 - Webcast Segments: Selection
- Print and Video Resources
 - Viewer's Guide (PDF)
 - Teacher Resources 1–6 (PDF)
 - Posters (PDF)
 - Response Forms (PDF)
 - Summarizing Rubric (PDF)
 - Basic Video Editing with Movie Maker (PDF)
 - Teaching for Understanding: Summarization Video Files (WMV)

For additional copies of this DVD, please contact ServiceOntario at 416-326-5300 or toll-free at 1-800-668-9938. If you have your log-in number go to the ServiceOntario e-commerce website at <http://www.publications.serviceontario.ca/ecom> to order at no extra cost. The webcast and related resources for *Teaching for Understanding: Summarization* are also accessible online at <http://www.curriculum.org/secretariat/january30TU.shtml>.

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Overview

One of our major goals as educators is to prepare our students for the future challenges they will encounter in an increasingly complex global society. During their school years and in the world they will inherit as adults, our students will need to be proficient communicators able to deal with vast amounts of information critically, ethically and efficiently. This means they will need the skills and strategies to cut through enormous amounts of information and zero-in on the big ideas of a “text.” In other words, they will need to be able to summarize “texts of all types,” whether they are responding to, or conveying, information.

There is a growing body of research and evidence-based findings that identify summarization as one of the essential skills that improves reading comprehension, writing proficiency and student achievement in general. The skill of summarization needs to be explicitly taught in all subject areas in order for students to create and interpret increasingly complex texts.

Featured Webcast

In this webcast, the teacher – after considering assessment data, curriculum expectations, relevant research and what she knows about how her students learn best – decides to focus on teaching summarization. She differentiates instruction, engages in ongoing assessment, integrates talk and checks for understanding. This teacher is fully present and active in the teaching-learning cycle.

The following suggestions are intended to stimulate thinking, professional dialogue and action with a focus on improving achievement for all students. As you watch each of the *Teaching for Understanding: Summarization* segments, think about the teacher's intentional decisions that set her students up for success. Then consider your students and how you would approach teaching summarization. (You may wish to use the format in Teacher Resource 1 to organize your thinking.)

Teacher Resource 1		Making Connections	
What I noticed...	What I learned...	How I will apply this new learning...	What I want to investigate further...

Webcast Segments

Establishing a Learning Focus

Synopsis:

In this segment, the teacher activates student thinking and engages their prior knowledge. The students in this classroom understand their learning goal. The introductory lesson builds in space to allow students discussion time with their learning partners in order to make personal connections to the material. The teacher and students jointly create anchor charts that will later become reference points for students' independent work. New material is connected to prior learning and student reflection is embedded in the process.

(Length: 7 minutes)

To deepen understanding:

- How did the teacher engage her students in the lesson?
- How might a teacher clarify teaching-learning goals? In what ways might a teacher help students clarify learning goals? What questions might students ask of themselves to independently clarify their learning goals?
- Anchor charts are one way to provide an ongoing visible connection between past and current instruction and learning on a topic. What other strategies do you employ in your classroom to increase student understanding and differentiate instruction to support student learning?
- For many children, it is easier and sometimes safer to turn and discuss with a peer rather than answering in front of the whole class. Think-pair-share is one option to encourage your students to participate in learning-related discussions. How does think-pair-share benefit students? How does think-pair-share benefit teachers? What other strategies do you use in your classroom?
- When you are designing a lesson, how do you integrate focused student talk?

Explicit Teaching

Synopsis:

This segment focuses on addressing the issue that many students face when put to the task of summarization: how to summarize in their own words and not simply quote the author. Using the key words found within a non-fiction text, the teacher models for students how to write a text summary in their own words.

(Length: 9 minutes)

To deepen understanding:

- As the teacher reads the text aloud, she reveals how text features can help the reader understand the content. How do you model strategies for your students to assist with comprehension of difficult material?
- Determining key points in any text is essential to making meaning. Text features have an impact on relaying and interpreting information. How can the understanding of how text features work be applied to other media forms – for example, a poster or television commercial?
- For students to illustrate deep understanding of the text, it is important for them to be able to express concepts in their own words. To assist in this process, the teacher carefully models for students how to find synonyms for the key words in the text.
- What other specific skills do students need to know or be taught in order to summarize text effectively?
- How would you turn a lesson on text features into a lesson that develops critical literacy?
- Considering your subject area, the content material and grade level, what types of graphic organizers might assist students with the process of summarization?
- The teacher checks for understanding and helps students make connections to how the task will help them as learners. She builds in time for talk and reflection. What strategies did you notice for integrating talk and reflection? How do you ensure that students stay on task?

Interactive Writing

Synopsis:

In this webcast segment, the teacher models for the students the creation of a text summary using the words on the GIST list and referring to the related anchor chart. Then, using the collectively created summary, the teacher reviews the summarization rubric with the students.

(Length: 9.5 minutes)

To deepen understanding:

- The students in this classroom have a clear idea about the learning goals and what is expected for assessment of learning. What strategies make expectations explicit for your students?
- The teacher models the idea that it is acceptable to make errors, important to be reflective, and essential to edit one's writing. She emphasizes the importance of asking oneself questions throughout the learning process – for example, “Does this make sense?”
- How might you encourage students to ask themselves reflective questions throughout the writing process? What other strategies is the teacher modelling through the interactive writing lesson? How does this prepare students for their independent writing?

Check for Understanding

Synopsis:

In this webcast segment, we see a student-teacher conference. As the students work through the process of creating a summary with their learning partners, they receive timely and explicit feedback to assist them with their understanding. The teacher is recording her observations as she meets with the students as part of her ongoing assessment.

(Length: 6.5 minutes)

To deepen understanding:

- Connecting with students throughout the learning process to check for understanding helps teachers see where instruction may need to be adapted to better meet student needs. Creating a reflective and respectful learning environment, with timely feedback, helps students develop their ability to think about their own thinking – that is, to become metacognitively aware.
- An Exit Card (Teacher Resource 2) helps students consolidate their learning, reflect and pinpoint potential misunderstanding and confusion. Describe other methods that help teachers check for student understanding. How do you ensure the process for checking understanding is fair to all students and does not single out particular students on a regular basis?
- Once a check for understanding reveals what the students know or still need to learn, there needs to be an intervention and monitoring plan. What might such a plan look like? What questions need to be asked as one reflects on the plan?

Teacher Resource 2	Sample Exit Card
<u>Exit Card</u> Think About Today's Learning...	
Today I learned...	
Today I was confused by...	
I wonder...	
Signed _____	Date: _____

Assessment as Learning

Synopsis:

This segment offers the viewer a window into student-teacher conferences, as students apply their new learning about summarization to independent work. The individual student conferences are used to assess student comprehension and determine the appropriate course of action to move the student to deeper understanding of the material and the summarization process. (You may wish to refer to Teacher Resource 3 for a sample student-teacher conference organizer.)

(Length: 9.5 minutes)

To deepen understanding:

- How do you organize your class to allow for individual student-teacher conferencing time?
- How do you prepare students for the conference?
- What are the benefits of student-teacher conferences?
- What does “assessment as learning” mean?

Teacher Resource 3		Student-Teacher Conference Organizer			
Student Name	Date	Observations	Teacher Actions	Student Actions	Teacher Follow-up
		Student work/Student understanding			

Reciprocal Teaching

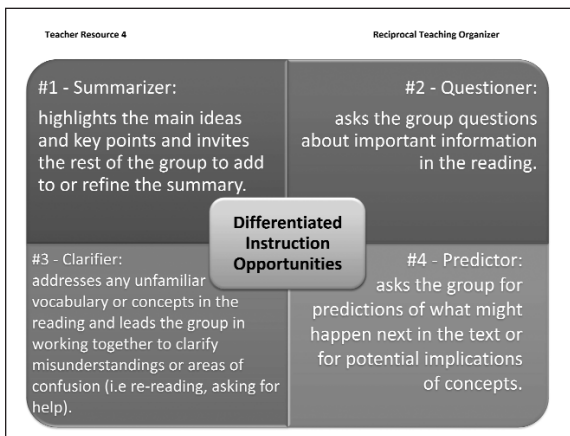
Synopsis:

In this segment, the teacher begins by modelling for students a process for engaging with text, which creates a framework to move them toward active, independent and deep comprehension of the material. We then watch students, in their guided reading group as they work through the four stages of reciprocal teaching: predicting, clarifying, questioning and summarizing. In this collaborative environment, students lead each other to develop greater understanding of the text through discussion and reflection. (You may wish to refer to Teacher Resource 4 for a reciprocal teaching organizer.)

(Length: 15 minutes)

To deepen understanding:




- Based on your curriculum expectations and ongoing assessment data, how would you apply the strategy of reciprocal teaching to the content areas?
- What scaffolding would be necessary for students to gain understanding of reciprocal teaching and the ability to apply the strategy independently?
- How does the reciprocal teaching routine lead to students becoming independent learners?
- What are the benefits of this routine to students and teachers?



Revisiting the Featured Webcast

- In this webcast we have observed a teacher explicitly teaching the essential skill of summarization to her students. Consider what you have viewed in this webcast – for example, how the teacher used differentiated instruction, engaged in ongoing assessment and continually checked for understanding. (You may wish to refer to Teacher Resource 5 as an organizer for your reflections.)
- What ideas has this webcast provided to enhance your classroom practice? (You may wish to refer to Teacher Resource 6 to assist you in summarizing the new additions to your repertoire of effective teaching strategies.)
- How would you implement the strategies you have learned about teaching summarization with non-fiction text in other subject areas?

Teacher Resource 5		Reflection after Viewing
I noticed...	This means...	Implications for my practice...

Teacher Resource 6		Effective Teacher Organizer
 Looks like...	 Sounds like...	 Feels like...

Technical Instructions

How to Access the Print and Video Resources

To access the **Print and Video Resources** folder in Windows, insert the DVD into the DVD drive of your computer:

1. Click on the Start menu.
2. Select My Computer.
3. Right-click the mouse on the DVD icon titled **Teaching for Understanding: Summarization** to open a drop-down options list.
4. From the drop-down list, select and click on the Open option.
5. Double-click on the folder titled Print and Video Resources to access the files. Ignore the folders titled Audio_TS and Video_TS.
6. Select the resources you wish to use directly from this folder, **OR** Copy onto the desktop and open files from the desktop.

Alternatively, when the DVD is inserted and the options box opens:

1. Select the option Open Folder to View Files.
2. Click on the Print and Video Resources folder.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.

To access the **Print and Video Resources** folder in Mac OS X, insert the DVD into the DVD drive of your computer:

1. Exit from the DVD player (this typically opens automatically when a DVD is inserted in the drive).
2. Select the DVD icon titled **Teaching for Understanding: Summarization**.
3. Select the files you wish to use directly from this folder, **OR** Copy the files onto the Desktop and open them from the Desktop.



How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click on the file and choose the Copy option.
2. Right-click within any computer folder in which you would like to save the file, and choose Paste.

Method 2

1. Click the mouse on the file you want to save, so that the file is highlighted.
2. Simultaneously press the Ctrl and C keys (for Macintosh users, the Command and C keys) to copy the file.
3. Left-click within any computer folder in which you would like to save the file, and simultaneously press the Ctrl and V keys (for Macintosh users, the Command and V keys) to paste the file there.
 - For Macintosh users, the Command key is the one with the following symbols:  

NOTE:

You must save the video files that you are intending to insert into a PowerPoint presentation in the folder containing the PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD, etc.), you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise, the video will not link to the PowerPoint presentation.

How to Insert Video Clips (WMV files) into a PowerPoint Presentation

On this DVD you will find WMV versions of all segments of the webcast. To insert a clip into a PowerPoint presentation, follow the directions below:

To insert a clip into a PowerPoint presentation, follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation **OR** open an existing PowerPoint presentation, and within it, open the slide on which you would like to add the video.

3. Insert the DVD into the DVD drive of your computer.
4. If a new window opens asking how you would like to view the files on the disk, choose the option Open Folder to View Files; **OR**

If a new window does not open, open the My Computer window from the Start menu. In the My Computer window, double-click on the icon shaped like a disk, which will likely be labelled D: or E:.

5. Save the video segment that you want to insert in a PowerPoint into the same folder in which the PowerPoint presentation is saved on your computer.

NOTE: Video files that have been saved to your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video, and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds, and click on the option Movie from File.
8. A window opens, prompting you to find the video file that you would like to add. Find and select the video file that you saved earlier in step 5.
9. Once you have chosen the video file you need, another window opens and asks if you want your movie either to play automatically when you enter the slide or to play only when it is clicked. Choose your preference. You will notice that the starting image of your movie is not displayed on the slide.



Printed on recycled paper
ISBN 978-1-4249-9232-4 (Kit)
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