

Summarizing:

The first part of the chapter focuses on different ways students can use the tools in Microsoft Word (this also works with Pages on the Mac) to be able to break down information to find the major themes of the text.

The first example uses summarizing to get the main idea of a text that the students are given. The example in the book talks about a teacher that types a passage from the textbook that s/he wants the kids to focus on. From there, the students copy the document into their own files and click on "Track Changes"*. Then, students begin sifting through the text using these steps (I summarized these-please see p 121):

1. Take out information that is not important
2. Take out repeat information
3. Replace specific words with generic ones (Maple->tree)
4. Find the topic sentence or create one

The kids begin editing the text using these steps. The Track Changes allows students (and the teacher) to keep the original text and see the changes at the same time.

For example (text taken from p 12 of the book):

~~Within each of this book's question-focused parts, each chapter follows a similar structure the same pattern. We begin with a short overview look of the selected strategy, followed by generalizations-general statements from the research and specific recommendations-methods for using the strategy in the classroom. We then provide specific examples of technologies that support the strategy. All chapters include teacher-and student-created examples, many of which reflect actual lesson plans, projects, and products. are taken from actual classrooms.~~

Students can then compare with others and modify as needed and/or send back to the teacher as an assignment (see p 123 for book's example of a changed paragraph).

Another way to check for understanding is using Auto Summarize**. This can be a second step after the Track Changes activity or can be used as a tool for students to look at their own work. After a student types a rough draft, s/he can use the Auto Summarize tool to see how the computer takes in the information. The student uses this to check and see if what they wanted to say comes across in his/her writing.

Here's the Auto Summarize version of the Track Changes paragraph from above:

We begin with a short overview of the selected strategy, followed by generalizations from the research and specific recommendations for using the strategy in the classroom.

* go to Tools→Options→Track Changes for older versions of Word, Word 2007: go to Review →Track Changes, Pages: Edit→Track Changes

* * Word 2007: click on Office icon on top left, click word options→customize→all commands→auto summary tools→add (now it's on your Quick Access Toolbar), Pages→Services→Summarize

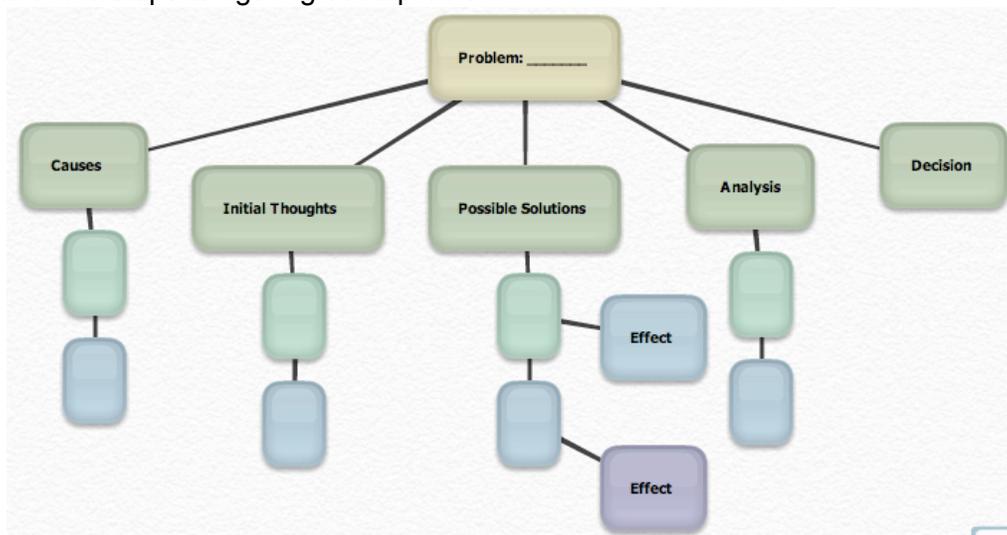
Note Taking:

Just like summarizing, note taking needs to be relevant to each student. Note taking is not useful if the student doesn't have some way to take ownership of what s/he is synthesizing.

The first example from the book is simply to use a Word document and use tabs to create an outline. Students type the outline as the information is presented to them.

The next example uses mapping programs like Inspiration or Bubbl.us to set up notes for students. The book uses the example of a teacher who will show a video and have a shell of a mind map set up. The kids then need to fill in the bubbles with the information they get from the video. The official term is a "definition frame". For more specifics and a visual of this, please see p. 126.

Continuing with mapping programs, kids can also take notes via problem/solution template that is a visual of the steps to figuring out a problem.



(This is a Bubbl.us version I created. To see the original, go to p 128)

The final note taking tool for kids is an argumentation frame. Kids have to provide themes of a book, for example, and use personal connections to link those themes to their personal lives. Please see p. 132 for examples using the novel *The Outsiders*.

The final part of the chapter focuses on using wikis to collaborate with notes and information as well as blogs to foster student discussion.

The web resources for this chapter are mainly sites that help kids learn about taking notes. Personally, I would rather model how I want kids to take notes and do it together, instead of researching note taking sites.

Useful sites:

www.bubbl.us Free mind-mapping program that does not require usernames/passwords

<http://notestar.4teachers.org> Students create citations, establish projects to complete