

3-2-1 Summarizer

Name _____ Date _____

3

■ _____

■ _____

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2

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1

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Carousel Brainstorming | Teacher Planning Sheet

Concept/Topic _____

Key understandings (what students must know and/or be able to do):

-
-
-

Create four to six open-ended questions or subtopics that will prompt students to share what they know about the key understandings they should be developing about the topic. Record these here, then write each on a separate sheet of chart paper for students to work with as described on page 92.

Chart 1:	Chart 2:
Chart 3:	Chart 4:
Chart 5:	Chart 6:

Tips for Making the Carousel Brainstorming Strategy Work

- Design questions/subtopics that are open-ended, allowing for an unlimited number of responses.
- Include no more than five members in a group.
- Provide a different-color marker for each group.
- After two to three minutes, rotate the groups.
- Have the marker rotate with the group.
- Rotate the recorder at each chart.
- Remind students that they
 - must read what previous groups have written.
 - may not repeat what has been written.
 - may add an asterisk or exclamation point if they agree strongly with a prior group's response.
 - may write a question mark next to or circle a prior group's response. (This will increase the likelihood of accuracy on the charts and pinpoint areas of confusion to be reviewed.)
- Use the charts for a written follow-up activity with students. (For example: *Choose the character with whom you most identify. Compare and contrast yourself with this character in at least three ways.*)

FactStorming | English Language Arts

Name _____ Date _____

Statement or Text/Novel/Short Story _____

Using as many terms and references as you can from the list you have created, choose one of the activities below to show your understanding of the statement or the reading.

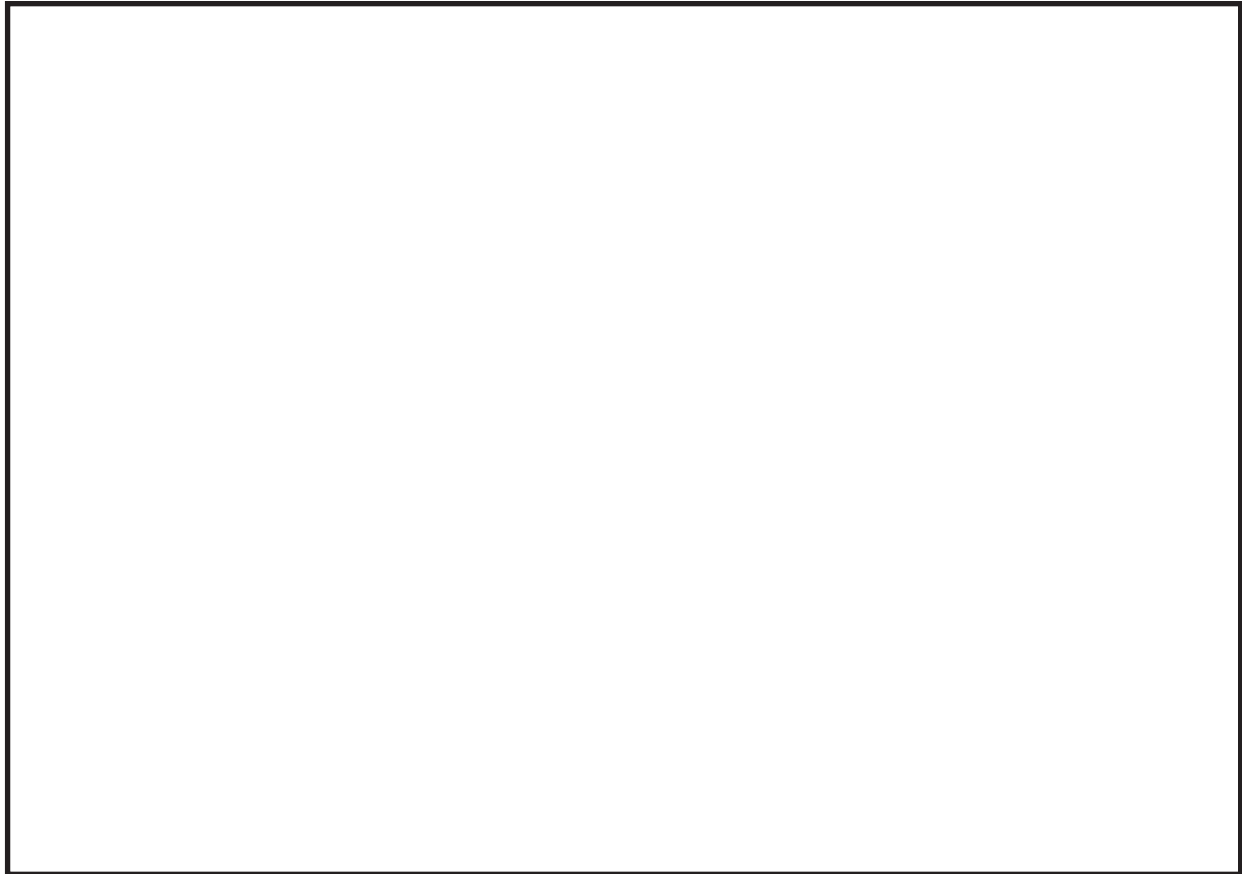
- **Choose one character. Compare and contrast** this character with two others in the story (or, compare and contrast this character with two members of your group).
- **Choose one character** and describe how this character **changes over time** in at least two ways. Explain why these changes occur.

- **Choose at least three themes** and give evidence from the story of these themes in action.
- **Sequence at least five events from the story** and discuss how they each affected the main character.
- **Illustrate at least three symbols from the story** and write a description of the significance of each.
- **Choose at least three actions the main character took** and discuss the character's motivation (Why did he/she take each action?)

FactStorming | Science

Name _____ Date _____

Statement or Topic _____



Using as many terms and references as you can from the list you have created, choose one of the activities below to show your understanding of the statement or topic.

■ **Categorize all of the terms** (details) into groups and provide a label for each group (main idea) Create a graphic organizer to display your organization.

■ **Choose several terms** and use them to write a brief summary highlighting the main ideas.

■ **Choose at least three terms** and describe their cause or their effect.

■ **Choose at least three terms and elaborate** by adding details to describe each one.

■ **Illustrate at least three terms** and write a description of the significance of each.

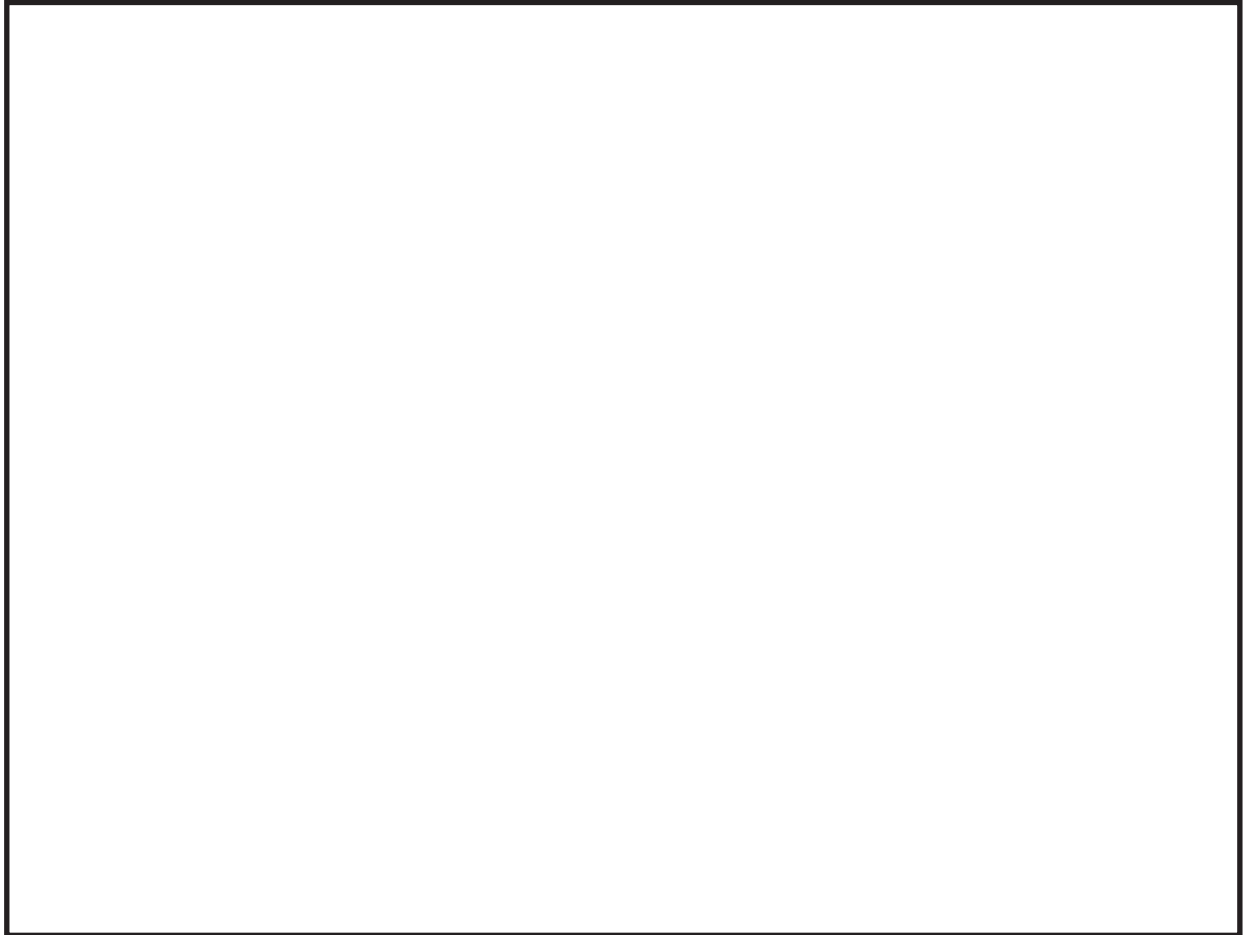
■ **Choose at least three terms that are related.** Describe the relationship clearly using scientific terminology. Do this for a second group of at least three terms.

■ **Choose at least three terms** and compare each one to something else we have studied.

FactStorming | Social Studies

Name _____ Date _____

Topic _____



Using as many terms and references as you can from the list you have created, choose one of the activities below to show your understanding of the statement or topic.

- **Create a time line** to sequence at least five key events. Provide a caption detailing the significance of each event.
- **Categorize all of the terms** (details) into groups and provide a label for each group (main idea). Write a brief summary using the terms.
- **Rank all of the events** in order of importance and defend your choices in a written summary.
- **Choose at least three events** and elaborate by adding details to describe them.
- **Choose at least three events, circumstances, factors, beliefs, or ideas** whose effects can still be felt today. (Provide specific written evidence of their effects on life today.)
- **Choose at least three events, circumstances, factors, beliefs, or ideas** and describe their causes or their effects.
- **Choose at least three events, circumstances, factors, beliefs, or ideas** and compare them to others you have learned about.

Name _____

Date _____

“Filming the Ideas” © Judy Dodge

Filming the Ideas

Name _____ Date _____

Problem	
<hr/> <hr/> <hr/> <hr/>	
What I Know	What I Need to Find Out
Illustrate, Solve, and Label	
Explain and Justify	
<hr/> <hr/> <hr/> <hr/>	

Find Someone Who ... Review

Name _____ Date _____

Topic _____

Find someone who:

can tell you when ...	can describe what would happen if ...	can explain why ...
can describe the difference between ...	can make a connection between ... and ...	can describe the effect of ...
can describe how ...	can explain the point of view of ...	can explain the sequence of ...

Find Someone Who ... Social Skills

Name _____ Date _____

Find someone who:

loves to read	knows how to skateboard	goes on vacation in Florida
has a birthday in the same month as you	likes the same flavor ice cream as you	likes the same board game as you (chess, checkers, Clue, Monopoly, etc.)
is great at math	loves to draw	likes the same sport as you

Four More!

Name _____ Date _____

Concept/Topic _____

Key Idea: (On your own, jot a key idea)

Key Idea: (On your own, jot a key idea)

Key Idea:

1. _____

Key Idea:

2. _____

Key Idea:

3. _____

Key Idea:

4. _____

List-Group-Label

Topic _____

- Create a closed or open sort for a List-Group-Label activity.
- List terms that are related to the topic in the boxes below, copy and distribute to students.

Matrix

Name _____ Date _____

	← Items to be Compared/Categories →		
Characteristics / Features:	#1	#2	#3

My Math Textbook Page

Name _____ Date _____

Concept/Topic _____

Description/Summary of the Concept:	Examples/Step-by-Step Instructions:
Hints/Tips: Keep in mind ... Remember to ...	The most important things to understand about this concept are:
How this concept relates to other concepts we've studied:	URLs to find out more and to practice:

My Opinions Journal

Name _____ Date _____

Topic or Unit

Big Idea

Use one of the sentence stems below (or choose your own) to respond to the “big idea” above:

■ In my opinion, ____ leads to ____.

■ I believe ____ is beneficial/dangerous because ____.

■ I think ____ is necessary/important because ____.

■ I feel it is important to ____ because ____.

■ I used to believe/think/feel ____, but now I believe/think/feel ____ because ____.

My Science Textbook Page

Name _____ Date _____

Concept/Explored _____

Questions raised about the phenomena (prior to the investigation)	Description/Overview/Summary of the Concept Explored:
Key Vocabulary Terms/Definitions/Examples:	Visual Representation of the Experiment/Demonstration:
Explain in words what you have discovered/ conclusions drawn: Causes/Effects—Sequence-Cycles/Patterns—Problem/Solution, etc.	Where does this phenomenon exist/occur in the real world? Give at least two examples.

My Social Studies Textbook Page

Name _____ Date _____

Concept/Topic _____

Description/Summary of the Topic:	Key Vocabulary Terms:
Important Historical Figures and Their Contributions:	Historical Developments/Key Events:
Geography/Economy:	Achievements:

My Top Ten List

Name _____ Date _____

Topic _____

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

My Top Ten List

Name _____ Date _____

Character:

Describe the Top Ten things you need to know about this character, including: attributes, quotes, what others say about the character, what others think about the character, what

actions the character takes, what conflicts the character has, how the character changes over time, etc.:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

My Top Ten List

Name _____ Date _____

Historical Event:

Describe the Top Ten things you need to know about this historical event, including a description of what it is or was, the place and time period in which it occurred, its purpose,

its causes and effects, its significance, who was involved with it, how it is/was related to something else we studied:

1	
2	
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6	
7	
8	
9	
10	

My Top Ten List

Name _____ Date _____

Historical Figure:

Describe the Top Ten things you need to know about this historical figure, including: the place or time period in which the person lived, his or her background or position, the

person's accomplishments and his/her impact on society, the person's attributes, obstacles the person may have overcome:

1	
2	
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4	
5	
6	
7	
8	
9	
10	

My Top Ten List

Name _____ Date _____

A Math/Science Concept: _____

Describe the Top Ten things you need to know about this concept, including its definition, attributes, characteristics, examples, to what category it belongs, how it works, steps

involved in it, tips and hints to help remember it, when we might use it in real life, why it's important to know about, how it is related to something else we studied:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Noting What I've Learned

Name _____ Date _____

Topic _____

Draw It!

Main Ideas, Questions, Key Words

Write It!

What I've Learned

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

Photo Finish

Name _____

Date _____

Picture Note Making

Name _____ Date _____

Topic _____

Draw a picture to help you remember as much as you can about the topic:



List three important ideas about the topic:

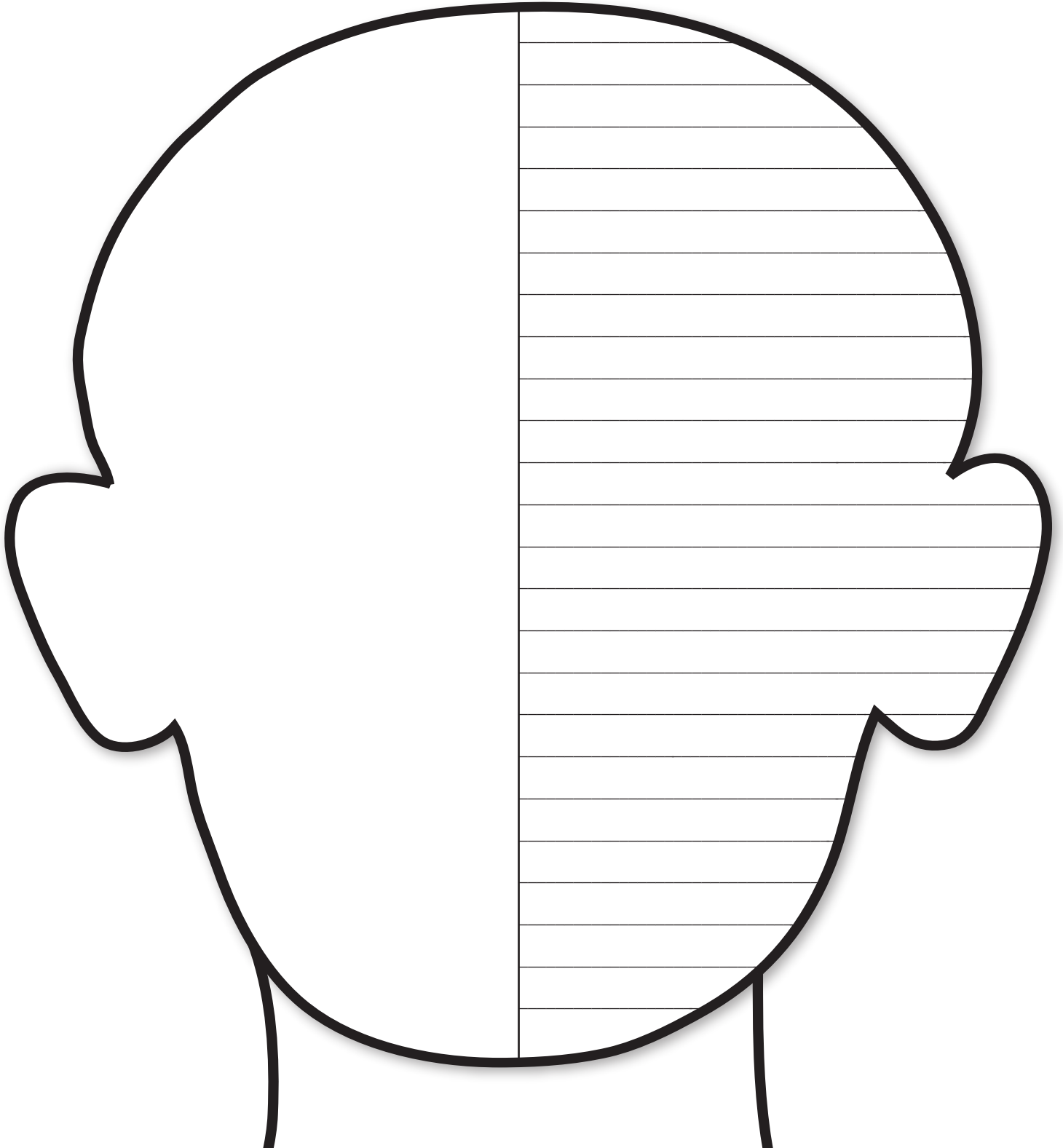
1.

2.

3.

Quick Write/Quick Draw

Name _____ Date _____



S-O-S Summary

Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

■

■

■



Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

■

■

■

Turn 'n' Talk

■ What are the most important ideas to remember?

■ What are some of the details related to each idea?

■ What questions do we need to ask so that we can understand this information better?

■ How is this information related to something else we know?

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Unit Collage

Name _____ Date _____

Subtopic/Question:	Subtopic/Question:
Subtopic/Question:	Subtopic/Question:
Topic	
Subtopic/Question:	Subtopic/Question:
Subtopic/Question:	Subtopic/Question:

