Just Because They Write It Down.....

Doesn’t Mean They Get It!!

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Cornell Note Strategies:

1. **Draw That!!**
   Students take notes given by teacher or taken via a video students watch. In the Main Idea section of Cornell notes students draw a picture to help represent each section of the notes. Students then share pictures with other students by showing their drawings to see if their partners can interrupt what they were trying to illustrate.

2. **Got Questions?**
   After each section of notes students write two questions based on the notes taken. Suggestion: Give students a copy of Bloom’s Taxonomy and have students write 2 questions…one from lower level of Bloom’s and the other from higher level of Bloom’s. Students ask each other questions that they created to review the material.

3. **25 Word Summary**
   Students write an exact 25 word summary, summarizing their notes. (Note: the reason for exactly 25 words is to force students to get to the main points…it might be helpful to list some of the words so students know what words must be included)

4. **Color Coding Cornell Notes**
   Students take notes. Students use highlighter to highlight the most important information given in the notes. They should NOT highlight more than 20% of their notes..otherwise they will simply highlight everything. Students need to read notes and decide what information is important.

**Report, Write, Recite, and Record**
This strategy will require one of the following pieces of technology for each student: Ipad, cell phone, video camera.

**Report:** Students will use Cornell Notes to take notes given by the teacher.

**Write:** Once notes are completed students will be asked to write a summary on what the lecture was about. Students can work in partners or individually.

**Recite:** Students now must memorize their summary. (Give students time to practice with each other)

**Record:** Once students memorize their summary they will record each other summarizing the notes. For example, if using Ipads or cell phones students would
work in partners in which students would exchange technological devices and record each other.

**We R Tweeters!**  
Students are given 140 characters to explain the lesson. They may use appropriate slang and abbreviate words.

**Retelling the Info!!**  
After the students have heard the information, reviewed the information, and had an opportunity to ask the teacher questions implement Retelling the Info!  
Students get with a partner and retell or explain the information that was presented.

**Retelling the Info Volley Style**  
Students get with partners and retell or explain the information by volleying back and forth. The first partner begins by starting the story, for example, partner one would say, “It was 1917 in England.” Partner two would add the next part of the story until the story was fully explained.

**Drama Mamma’s**  
Students get with partners and retell or explain the information, but this time they do it with actions and theatric enthusiasm. You may even want to have students record each other.

**Are you Smarter than a Fifth Grader?**  
Students take the information presented to them and make a graphic novel, picture book, Haiku Deck or Explain Everything (Ipad Apps) as if they were creating it for students in the lower grades.

**A Picture is Worth a Thousand Words!!**  
Students are given information and are instructed to draw one picture, with no words, numbers, letters, etc. that they think no one else will think of as it relates to what was discussed in class.  
Students are given 5-7 minutes to complete…get out those color pencils, everyone loves to color!!  
Once pictures are all done students walk around room playing walking Pictionary as classmates try to guess what information they are portraying in their visual.  
Save these pictures and use them as a warm-up the next day to review what was discussed.

**That’s a Rap!**  
Information is presented to the class.  
Students use Cornell Notes to take notes.
Students are given 15-20 minutes to write a rap or poem based on the information presented that day. Students present rap/poem in front of class.

**Imovie Trailers:**
Students take information from class discussion or book they have read and make an Imovie trailer explaining the main points of lesson or book.

**Learning Centers:**
After students are introduced to the content learning centers are created throughout the room to reinforce the information. Brainpop, play dough, crossword puzzles, board game, etc.

**Processing Activities:**
**Brain Drop:** Give students one minute to write down everything they can remember about what was discussed in class. Have students share with partner to add to their list.

**3-2-1:**
Write down 3 things you learned from the lesson.
Write down 2 things you found interesting from the lesson.
Write down 1 question you still have about the information presented.

**Graphic Organizers:** Have students make a double bubble map about what they learned in class. Students can make a flow chart putting the events in order of how they happened.

**Geograboo (Vocab Review)**
**Play game just like the game Taboo**

**Materials:**
Game cards (you will need to make)
Groups of 4
Clock with minute hand

**Time:**
15-25 minutes

**Pre-Game:**
1. Have groups of 4 put their desks in a square, with partners sitting diagonally from one another


2. Create Geograboo cards (like Taboo cards)

3. Give each group an envelope with cards. Teams should divide up the cards.

EXAMPLE of TABOO CARDS

<table>
<thead>
<tr>
<th>President Bush</th>
<th><strong>Object of the game is to have students try to guess the vocab word or term (bold) WITHOUT using the words listed below</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td></td>
</tr>
<tr>
<td>Powerful</td>
<td></td>
</tr>
<tr>
<td>Vice</td>
<td></td>
</tr>
</tbody>
</table>

Power of Discussions!!
Never underestimate the level of rigor and engagement that discussions can have within a classroom.

1. Always start discussions with basic questions before you move into the heavier, more intense discussions.
2. Ask questions that are relevant to your audience.
3. Use 4 corners to get kids moving. (Agree, Strongly Agree, Disagree, Strongly Disagree)
4. Incorporate discussion strategies to engage more students. (TAP, Pair/share, Index Cards, etc.)

Strategies to Converse

TAPS: Think Aloud Problem Solve
Copyright: National Urban Alliance

- Place students into groups of 2.
- Have one partner be A and the other partner B
- Tell the class that each person will have a chance to share their thoughts; however it will be done in a structured way.
- Tell the partners that partner A will go first and share their thoughts with partner B.
- Partner B, you can only listen...no talking; you can nod your head and smile but nothing else. Your job is to simply listen.
- Make sure partners are knee-to-knee or eye to eye.
- Pose the question to partner A.
- Then pose a different or the same question to partner B.
• Depending on the age group, the question will determine the amount of time each person is given.
• Tell the class prior to beginning that you, as the teacher, will call on anyone in the room to either share what they talked about or what their partner talked about.

**Gallery Walk**  
Copyright: Facing History and Ourselves  
• Place students into groups of 3-4...no larger than 4.
• Give each group a different color marker/pen.
• Post statements or pictures around the room.
• Students will spend approximately 3-4 minutes at each station, responding to the question. They can write their responses or write questions they may have about the statement/pictures.
• Once all groups have interacted with each statement/picture, bring the group together and discuss.
• Suggestions: Using just pictures can be very powerful and very insightful. The question you could pose when using only pictures could simply be, “What do you notice; What do you wonder?” You could do a gallery walk on one day and, then, review their comments to organize and prepare the discussion for the following day.

**Save the Last Word For Me**  
Copyright: Patricia Averette  
• Put students into groups of 3  
• Each student becomes a letter...A, B, or C  
• Follow the guidelines...  
  o Partner A: Share your response to the text or the topic presented. (1 minute)  
  o Partner B: Respond to Partner A (30 seconds)  
  o Partner C: Respond to A (30 seconds)  
  o Partner A: Gives the last word (30 seconds)  

Rotate...starting with Partner B

**Silent Conversation**  
Copyright: Facing History and Ourselves  
• Put students into groups of 2-3  
• Give each group one sheet of large paper  
• On the paper have a statement or question.  
• One partner starts and the others respond by writing
• No one can talk; they can only write to each other.

Resources:
• Top 7 Ways to Engage Students in Math: [http://schoolwax.com/?q=content/top-7-ways-engage-students-math](http://schoolwax.com/?q=content/top-7-ways-engage-students-math)