Study Guide

Recording & Representing Knowledge

Classroom Techniques to Help Students Accurately Organize and Summarize Content

Recording Skills & Representing Knowledge

After reading pages 5–11, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

The Effective Implementation of Recording and Representing Knowledge

Fill in the blanks.

When a student writes down words or phrases about the content, these summaries are a _____ representation.

When a student translates new information into a graphic organizer, pictorial notes, dramatic enactments, etc., it is a _____ representation.

List and describe the three common mistakes found on pages 6–7.

Monitoring for the Desired Result

There are several strategies for monitoring whether students are effectively recording and representing knowledge. In the boxes below identify which monitoring strategies you have used and which are new to you.

New Strategies	Ones I Have Used

Recording Skills & Representing Knowledge

After reading pages 5–16, which preview the rest of the guide, process your understanding. Further discuss any areas of confusion or interest with your book study group.

Scaffolding and Extending Instruction to Meet Students' Needs

There are four categories of support you can provide students who need scaffolding. Choose one of the four and explain why you believe it could serve as a useful scaffold.

Which category of support did you choose?

Why do you believe it could serve as a useful scaffold?

Instructional Techniques to Help Students Record and Represent Knowledge

This guide presents six techniques to help your students effectively record and represent knowledge. Each of the techniques is similarly organized. Choose one technique in which you are most interested, and share what you hope to learn or improve from it.

Which technique did you choose?

What do you hope to learn or improve?

Summarizing

How to Effectively Implement Summarizing

The text lists five action verbs necessary to teaching and modeling summarizing. In your own words, record your understanding of each of the action verbs below.

Comprehend	
Chunk	
Compact	
Conceptualize	
Connect	

Determining if Students Can Summarize Critical Content

Describe how a proficiency scale would be useful in monitoring which students can successfully summarize and which students need more support or extending?

Summarizing

After reading pages 15–28, choose one standard from your subject area and/or grade with which to work. Record that standard on the lines below.

Choose a text that you would use with this standard, and model a Somebody Wanted But So Then (SWBST) and a snapshot summary of the text.

Somebody	Wanted	But	So Then

Snapshot Summary:

Give two examples (each) of ways in which you might scaffold and extend for those students who might need it.

Scaffold	Extend
1.	1.
2.	2.

Note Taking

How to Effectively Implement Note Taking

What are the four guidelines of effective implementation of note taking?

1._____

2._____

3._____

4._____

The text lists numerous examples of note taking styles. Of the note taking styles described, which would you be most likely to utilize and why?

Determining if Students Can Record and Represent Knowledge Using Note Taking

List the four examples of monitoring provided in the text. Record your understanding by describing each example in your own words.

1.
2.
3.
4.

Note Taking

After reading pages 29–40, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above and choosing a corresponding text or concept, create a note taking template of your own design.

Using the examples in the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	Extend

Graphic Organizers

How to Effectively Implement Graphic Organizers

List and explain the four instructional tasks you must master to effectively implement graphic organizers.

Looking at the list of common mistakes on page 50 of the text, identify one that you have been guilty of in the past and describe how you will improve in the future.

Mistake	Improvement

Determining if Students Can Represent Knowledge Using Graphic Organizers

Which of the three examples of monitoring described in the text would you be most likely to use and why?

Graphic Organizers

After reading pages 43–56, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above, and referring to Table 3.3 on page 49, plan a lesson that utilizes the graphic organizer of your choice.

Type of Organizer:_____

1._____

2._____

3._____

4._____

5._____

Using the examples from the text and the standard you have chosen, describe how you will determine if students can represent knowledge using graphic organizers.

What will the students do?	**What will the teacher do?**

Using the examples from the text and the standard you have chosen, describe one way in which you might scaffold and one way in which you might extend the lesson.

Scaffold	**Extend**

Pictorial Notes and Pictographs

How to Effectively Implement Pictorial Notes and Pictographs

List and explain the two formats that pictographs come in.

Share one way you could use pictorial notes and/or pictographs in a lesson.

Determining if Students Can Represent Critical Content Using Pictorial Notes or Pictographs

List the four examples of monitoring provided in the text. Record your understanding by describing each example in your own words.

Pictorial Notes and Pictographs

After reading pages 57–65, choose one standard from your subject area and/or grade level with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above and choosing a corresponding text or concept, create a pictorial representation of the critical content.

Describe one way in which you could adjust your instruction when individual or small groups of students do not seem to grasp or remember the critical content.	Describe one way in which you could adjust your instruction in order to extend this particular instructional technique.

Dramatic Enactments

How to Effectively Implement Dramatic Enactments

The text describes three different types of dramatic enactments. Which of the three would you be most likely to use and why?

Look at the list of common mistakes on page 69. Identify two that you have been guilty of in the past.

Determining if Students Can Demonstrate Their Understanding of Content from a Dramatic Enactment

Fill in the blanks.

You can be certain that a dramatic enactment has achieved the desired result only if your students are able to both _____ and accurately _____ the central ideas and key details of the critical content.

Explain in your own words why using exits slips summarizing the critical content would be a useful monitoring technique.

Dramatic Enactments

After reading pages 67–73, choose one standard from your subject area and/or grade with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above and choosing a corresponding text or concept, determine which style of dramatic enactment would be appropriate and plan a lesson utilizing it.

Dramatic Enactment:

Using the examples from the text, the standard you have chosen, and the lesson you have planned above, describe one way you might scaffold and one way you might extend the lesson.

Scaffold	Extend

Mnemonic Devices

How to Effectively Implement Mnemonic Devices

In your own words, explain the eight different mnemonic devices.

Name Mnemonic	
Expression or Word Mnemonic	
Rhyme Mnemonic	
Image Mnemonic	
Music Mnemonic	
Connection Mnemonic	
Spelling Mnemonic	
Link Strategy	

Determining if Students Can Represent Critical Content with Mnemonic Devices

Of the two monitoring strategies listed on page 82, which would you be most likely to use, and why?

Mnemonic Devices

After reading pages 75–84, choose one standard from your subject area and/or grade with which to work. Record that standard on the lines below. You may choose to work with the same standard as in the last section or select a new standard.

Using the standard above and choosing a corresponding text or concept, create three different mnemonic devices that could be used as examples for your students.

Example 1:
Example 2:
Example 3:

Describe one way in which you could adjust your instruction when individuals or small groups of students do not seem to grasp or remember the critical content.	Describe one way in which you could adjust your instruction in order to extend this particular instructional technique

Recording & Representing Knowledge

Key Terms and Ideas for Implementation of Instructional Techniques

Use the space below to record key terms and ideas that are essential for the implementation of each instructional technique.

Instructional Technique 1: Summarizing
Instructional Technique 2: Note Taking
Instructional Technique 3: Graphic Organizers
Instructional Technique 4: Pictorial Notes and Pictographs
Instructional Technique 5: Dramatic Enactments
Instructional Technique 6: Mnemonic Devices

For additional reflection questions and organizer templates, refer to pages 86–102 in the text.