Marzano Chapter 2 – Identifying Similarities and Differences

**Objectives** : SWBAT

* Create a lesson plan including using similarities and differences

**Focus and Review :**

* Have students list 3 similarities and 3 differences between apple pie and meatloaf

**Teacher Input :**

- Give guided notes

Guided Notes : Similarities and Differences:

3 generalizations about the use of similarities and differences in the classroom.:

1. presenting students with clear guidelines of similarities and differences enhances students’ understanding of and ability to use knowledge

2. asking students to independently identify similarities and differences enhances students’ understanding of and ability to use knowledge

3.representing similarities and differences in graphic or symbolic form enhances students’ understanding of and ability to use knowledge

Classroom Practices in identifying similarities and differences :

1. Comparing the process of identifying similarities and differences between or among things or ideas

- **Teacher Directed Comparison Tasks** – more structured tasks

- ex : compare the following presidents according to their foreign policies

- **Student Directed Comparison Tasks** – students select the characteristics to be compared

- ex : compare 4 different types of music

- **Graphic Organizers** for Comparing

- Venn Diagram, Comparison Matrix (pg. 18-19 in book)

2. Classifying the process of grouping things that are alike into categories on the basis of their characteristics

- **Teacher Directed Classification Tasks** – students are given the elements to classify and the categories into

which the elements should be classified

- ex : students are given a list of numbers and asked to classify them as even or odd, students are given a

list of Olympic events and asked to classify them as events that require strength, events that require

precision, or events that require both

- **Student Directed Classification Tasks** – students are given the items to classify but come up with their own

categories, or come up with items and categories

- ex : make a list of characters from all the books we have read this year and classify them into

categories of your choosing

**Graphic Organizers for Classification** – Venn Diagram,

3. Metaphors the process of identifying a general or basic pattern in a specific topic and then finding another topic that

appears to be quite difference but has the same general pattern

- **Teacher Directed Metaphors** : those in which the teacher provides the first element of the metaphor and the

abstract relationship

- ex : The Dodo bird became extinct because of changes in it’s surroundings. What else fits that pattern?

- **Student Directed Metaphor Tasks :** students are presented with one half of the metaphor and are asked to

give the other half and explain the relationship

- ex : the parts of the cell and the star ship, Enterprise… nucleus is the control center of the cell, like the

bridge of the Enterprise

- **Graphic Organizers**: see below.

**Guided Practice** : In small groups, create a graphic organizer that either compares information, classifies information, or puts information into a metaphor. Present to class.

**Independent Practice :** Have students write a paragraph explaining why the use of comparing, classifying, and creating metaphors will lead to higher order thinking.

**Closure**: Students need to know information, but by comparing, classifying, and creating metaphors – they are able to use that knowledge in new ways which leads to a deeper understanding.

Marzano Chapter 3 – Summarizing and Note Taking

**Objective** : SWBAT

- create strategies for summarizing and note taking for their classes.

**Focus and Review :** What was your least favorite thing to do while in class? Hopefully students will respond – take notes!!!

**Teacher Input :**

- Give the following notes to go over

Principles of Summarizing:

1. To effectively summarize, some information must be deleted, some information must be substituted, and some information must be kept.

2. To effectively delete, substitute, and keep information, students must analyze the information.

Methods of Summarizing

1. “Rule Based”

- delete trivial material that is unnecessary

- delete redundant material

- substitute superordinate terms for lists (eg – use flowers instead of daisies, tulips, and roses)

- select or invent a topic sentence

2. Summary Frames – a series of questions that the teacher provides to the students to highlight important pieces of information –

Principles of Note Taking:

1. Verbatim note taking is the least effective way to take notes.

2. Notes should be considered a work in progress. Students should be constantly adding to and revising their notes.

3. Notes should be used a study guide for tests.

4. The more notes that are taken, the better.

Different Methods of Note Taking:

1. Teacher Prepared Notes

2. Guided Notes

3. Two-Sided Notes

4. Web formats

**Independent Practice:** For one of the lessons plans to turn in for unit plan, create notes to give and design a method for giving them.

**Closure:**  Giving information is the basis of what we do. We need for students to know the information, and then to understand the information. Note taking is a way for students to get information and summarizing is a way for students to better understand the information.

Guided Notes : Similarities and Differences:

3 generalizations about the use of similarities and differences in the classroom.:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ students with clear guidelines of similarities and differences enhances students’ understanding of and ability to use knowledge

2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ students to independently identify similarities and differences enhances students’ understanding of and ability to use knowledge

3.representing similarities and differences in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form enhances students’ understanding of and ability to use knowledge

Classroom Practices in identifying similarities and differences :

1. Comparing the process of identifying similarities and differences between or among things or ideas

- **Teacher Directed Comparison Tasks** – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- ex : compare the following presidents according to their foreign policies

- **Student Directed Comparison Tasks** – students select the characteristics to be compared

- ex\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- **Graphic Organizers** for Comparing

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2. Classifying the process of grouping things that are alike into categories on the basis of their characteristics

- **Teacher Directed Classification Tasks** – students are given the elements to classify and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_into which the elements should be classified

- ex : students are given a list of numbers and asked to classify them as even or odd, students are given a

list of Olympic events and asked to classify them as events that require strength, events that require

precision, or events that require both

- **Student Directed Classification Tasks** – students are given the items to classify but -------------------------------------

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- ex : make a list of characters from all the books we have read this year and classify them into

categories of your choosing

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- ex : The Dodo bird became extinct because of changes in it’s surroundings. What else fits that pattern?

- **Student Directed Metaphor Tasks :** students are presented with one half of the metaphor and are asked to

give the other half and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

- ex : the parts of the cell and the star ship, Enterprise… nucleus is the control center of the cell, like the

bridge of the Enterprise

- **Graphic Organizers**: see below.

Guided Notes : Summarizing and Note Taking

Principles of Summarizing:

1. To effectively summarize, some information must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, some information must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and some information must be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. To effectively delete, substitute, and keep information, students must \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the information.

Methods of Summarizing

1. “Rule Based”

- delete­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ material that is unnecessary

- delete \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ material

- substitute superordinate terms for lists (eg – use\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ instead of daisies, tulips, and roses)

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1. Verbatim note taking is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ effective way to take notes.

2. Notes should be considered a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Students should be constantly adding to and revising their notes.

3. Notes should be used a study guide for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4. The more notes that are taken, the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Different Methods of Note Taking:

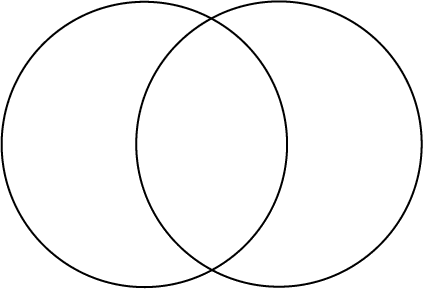
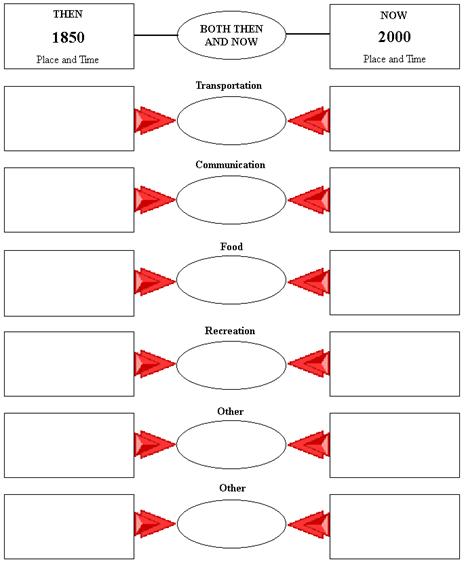
1. Teacher Prepared Notes

2. Guided Notes

3. Two-Sided Notes

4. Web formats

Graphic Organizers :

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category 1 | Category 2 | Category 3 | Category 5 | Category 5 |
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