

Abstract/Pictograph Group Teaching

Duration: One or two 90-minute class periods

Description: Students each assume responsibility for presenting one small section of content to each other in a group setting. They use the Abstract/Pictograph, which combines a very short summary with a descriptive graphic, as their chief instructional tool. An Abstract/Pictograph has a graphic on *one side* of an 8 ½" by 14" white sheet and an abstract, or very brief summary, on the *other side*.

Students actually work in two different groups for Abstract/Pictograph Group Teaching. The first group is their production group, and the second group is their presentation group. See the chart below:

	A: Address pp. [of text]	B: Address pp. [of text]	C: Address pp. [of text]	D: Address pp. [of text]
1	Susan	Tyrell	Rita	Vikki
2	Walter	Adam	Brittany	Chelsea
3	Jacob	Sam	Tony	LaQuanda
4	Chris	Mark	Luke	John

During the production phase of class (about 60 minutes), students would assemble by Group Letter rather than Group Number. In other words, Susan, Walter, Jacob, and Chris would meet as one group (A), while Tyrell, Adam, Sam, and Mark meet in a different group (B), and so on. During production, group members share ideas and supplies. Their products may be very similar in design. They will all have individual products, though.

Specify that their graphic can be any map, chart, cartoon, or graph that conveys the key concepts of the abstract. It could also be a combination of several smaller graphics if the student chooses. The abstract must be between 4 and 7 well-composed sentences that identify critical ideas from their texts in the student's own words.

During the presentation phase (about 30 minutes), students assemble by Group Number rather than Group Letter. Now, Susan will meet with Tyrell, Rita, and Vikki. Between them, they will have prepared Abstract/Pictographs for all four sections of the reading. When the group is assembled, the students take turns giving notes to each other proceeding through the presentation according to the Group Letter of their work. They do not pass around their work. Instead, they read the Abstract side of their product, while displaying the Pictograph side to the audience. This allows the student to practice the content in multiple representations. She reads it, then dramatically narrows the content in her mind. She writes down the narrowed content, devises a graphic that emphasizes it, and speaks her Abstract to a small group. Students enter new notes in the blank space of their own Abstract.

They already have notes for their own section, so they will only have to write 12 to 21 sentences more to get notes for the entire reading. You may wish to summarize the reading yourself and distribute it as a handout or view it as an overhead transparency to ensure the accuracy and comprehensiveness of student work.

You may grade an Abstract/Pictograph using the rubric below:

Abstract	Correctly identifies all critical concepts Is between 4 and 7 sentences Is entirely in student's own words Observes the conventions of grammar and spelling	90-100
	<ul style="list-style-type: none"> ▪ Correctly identifies most critical concepts ▪ Is 2-3 or 8-9 sentences ▪ Is almost entirely in student's own words ▪ Observes most of the conventions of grammar and spelling 	80-89
	<ul style="list-style-type: none"> ▪ Correctly identifies some critical concepts ▪ Is 1 sentence or 10 or more sentences ▪ Word choice is heavily borrowed from text ▪ Observes few of the conventions of grammar and spelling 	70-79
	<ul style="list-style-type: none"> • Abstract is missing or ▪ Correctly identifies few or no critical concepts ▪ Is 1 sentence or 10 or more sentences ▪ Word choice is largely copied from the text ▪ Does not observe the conventions of grammar and spelling 	0-69

Pictograph	<ul style="list-style-type: none"> ▪ The graphic is a map, chart, cartoon, or graph ▪ It conveys the key concepts of the abstract in an engaging fashion ▪ The graphic is of superior quality 	90-100
	<ul style="list-style-type: none"> ▪ The graphic is a map, chart, cartoon, or graph ▪ It conveys the key concepts of the abstract ▪ The graphic is of good quality 	80-89
	<ul style="list-style-type: none"> ▪ The graphic is something other than a map, chart, cartoon, or graph ▪ It poorly conveys the key concepts of the abstract ▪ The graphic is of poor quality 	70-79
	Graphic is missing or <ul style="list-style-type: none"> ▪ The graphic is something other than a map, chart, cartoon, or graph ▪ It does not convey the key concepts of the abstract ▪ The graphic is of extremely poor quality 	0-69

Abstract Score	Plus	Pictograph Score/divided by 2	Equals	Your Score
	+	/	=	

Comments: