









Gist Practice Opportunities During Common Instructional Activities

Here are some simple ways to incorporate Get the Gist into the instruction you already do.

Choose an activity that best supports your learning objectives, fits the needs of your students, and can be completed in the time available.

Activity	Gist Practice Opportunities	Be sure to:
<p>Text Reading</p> 	<p>A. Gist for One Section of Text (5 min)</p> <ol style="list-style-type: none"> 1. Choose <i>the most important section</i> of text. 2. Students work in pairs to Get the Gist. <p>B. Gists for a Whole Passage (30 min)</p> <ol style="list-style-type: none"> 1. Before the lesson, divide the text into sections. 2. Students read and generate gists for each section using the gist log. 3. Students use gist statements to summarize the text. (Optional) 	<p>Briefly review the three steps; refer students to the Gist cue card.</p> <p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-modeled whole class <input type="checkbox"/> Pairs <input type="checkbox"/> Independent work <p>Have students share out their gists and monitor them as they work.</p> <p>Provide frequent feedback.</p>
<p>Video</p> 	<p>Pause at regular intervals and have students write a gist in their notes. (5 min)</p> <ul style="list-style-type: none"> • <i>Social Studies Example: After watching about 3 minutes of a video about Vikings, students pause to get the gist. A student could write, "Archeologists discovered artifacts that proved the Vikings were a complex civilization."</i> 	
<p>Lecture PowerPoint Notetaking</p> 	<p>Pause at regular intervals and have students write a gist in their notes. (5 min)</p> <ul style="list-style-type: none"> • <i>ELA Example: During a PowerPoint about the life of Mark Twain, students pause and write a gist about the writing Mark Twain completed in his 40s (slides 19-23). A student could write, "In his 40s, Twain wrote books based on his life growing up in Mississippi."</i> 	
<p>Exit Ticket and Review</p> 	<p>A. First Lesson: Exit Ticket (5 min)</p> <ol style="list-style-type: none"> 1. Students write the gist of the day's lesson as an exit ticket. 2. Review students' exit tickets and select 2-3 to share. <p>B. Next Lesson: Review/Retrieval Practice (5-10 min)</p> <ol style="list-style-type: none"> 1. At the beginning of the next lesson, activate background knowledge by reviewing students' gist exit tickets from the previous lesson. 2. Model how to write a generate a brief summary using gists. (Optional) 	

Activity	Gist Practice Opportunities	Be sure to:
<p>Project</p> 	<p>A. During a Project (5 min)</p> <ul style="list-style-type: none"> Students develop gists to go along with a project. <i>General Example: During oral presentations, students summarize their project/poster by sharing the gists they've written as they've worked on their projects.</i> <i>Social Studies Example: Students write a gist describing Lewis and Clark's travels that accompanies a map of their exploration.</i> <p>B. Wrap-up at the End of a Project (10-15 min)</p> <ul style="list-style-type: none"> Students write a gist describing the something they learned from the project. <i>Science Example: After creating a model of the human respiratory system, students create two gists—one about the <u>components</u> of the respiratory system and one about the <u>functions</u> of the respiratory system.</i> 	<p>Briefly review the three steps; refer students to the Gist cue card.</p>
<p>Science Lab</p> 	<p>A. Before a Lab (5 min)</p> <ul style="list-style-type: none"> Students write a gist that explains the purpose of the experiment. <p>B. After a Lab (5-10 min)</p> <ul style="list-style-type: none"> Students use the Gist strategy when drawing conclusions about the lab. <i>Example: After a lab focused on chemical reactions, a student could write, "When carbon dioxide is poured onto a flame, it pushes the air away causing the flame to go out."</i> 	<p>Vary grouping structures as appropriate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-modeled whole class <input type="checkbox"/> Pairs <input type="checkbox"/> Independent work
<p>Homework</p> 	<p>Students complete a reading assignment and generate 1-2 gists depending on the length of the text. (Time will vary)</p>	<p>Have students share out their gists and monitor them as they work.</p>
<p>Any time to refocus student attention and/or check comprehension</p> 	<p>A. Turn and Talk (5 min)</p> <ol style="list-style-type: none"> Students talk with a partner to go through the three steps to Get the Gist and verbally develop a gist. With the whole class, highlight 1-2 successful gists and correct any misconceptions. <p>B. Quick Write (5-10 min)</p> <ol style="list-style-type: none"> Students use the 3-step gist strategy to write a gist independently. Students share with a partner. Pairs share gists with the whole class; highlight 1-2 model/exemplary gists and correct any misconceptions. 	<p>Provide frequent feedback.</p>