

SNAPCHAT THE MAIN POINT

GRADES 4 - 12

Center(s)

This multi-center activity incorporates the following centers:

- Reading Together
- Speaking & Listening
- Writer's Craft
- Teacher-led

Skills

Students work together on reading goals (identifying a central idea, summarization, citing evidence), speaking & listening goals (conversation, reasoning, citing evidence, presenting information), and writing goals (task/purpose/audience, production, planning, revising and editing).

Overview and Tips for Classroom Implementation

This multi-center activity requires students to complete activities at four centers. This engaging activity is a great replacement for those boring quizzes or “paraphrase” exercises that we sometimes fall back on. It can be used with any content area text.

Students start this activity in the Reading Together Center. Then they move to a Speaking & Listening Center

for planning. Finally, they move to a Writer's Craft Center to write a Snapchat summarization. The teacher can assess the students' work and provide support at any step along the way.

The activity concludes with students sharing their pretend Snapchats with the class. You're bound to see some entertaining pictures and funny sentences. But when you assess for understanding, look for messages that truly encapsulate the author's topic sentence or main idea. While Snapchat messages can be quite short, give extra applause to students who use exactly 80 characters. And scan the sketches for details. The drawings don't have to be well executed - not everyone is an artist! - but they should include specificity to indicate that the students examined the text closely and were able to make inferences from what they read.

Tip: Students can count out their characters manually or they can use a word processing program or an online character counter like www.lettercount.com.

SNAPCHAT THE MAIN POINT

GRADES 4 - 12

Center Prep

- A selection of short, content-related texts
- Writing materials, paper and pencils
- Timer (optional)
- Written center instructions

Activity Description

After reading a text together, students summarize the author's main point using nothing but a quick sketch and 80 or fewer characters.

To Increase the Rigor (optional)

Ask students to use *exactly* 80 characters. This will require them to revise their grammar, use of punctuation, and word choice. You may want to allow them to use a thesaurus or personal dictionary if necessary.

And if your school's technology permits, students can use real Snapchat to create and share their summaries of the author's main point! They can include staged photos instead of drawings. In this variation of the activity, students would also be working toward the goals of technology, media, and publishing.

Mini-Lesson

Review the concept summarization with the students before beginning the activity. Remind them that authors sometimes include their own summarization in their topic sentence and/or concluding sentence, but other times it takes a strong reader to be able to identify an author's main point and construct a summary. Model summarization using examples of both kinds of texts.

This is also a good time to review that, for the purposes of this activity, a Snapchat is a picture with a brief caption (80 characters or less). It's meant to be viewed quickly because it will self-destruct within a few seconds. Show examples of student samples if possible.

A student sample of a completed Snapchat the Main Point activity follows on the next page.

SNAPCHAT THE MAIN POINT

GRADES 4 - 12

To finish our discussion of fantasy animals, choose one of the bookmarked articles about mermaids, dragons, or jackalopes :

How Did Manatees Inspire Mermaid Legends? from National Geographic News
Where Did Dragons Come From? from Smithsonian.com
The World's Scariest Rabbit Lurks Within the Smithsonian's Collection from Smithsonian Insider

Snapchat the Main Point

Names *Marri Louis Trent*

The name of the article we read: THE WORLD'S SCARIEST RABBIT LURKS
- WITHIN THE SMITHSONIAN'S COLLECTION

Our picture:



Our caption (80 characters or less - try to get exactly 80!)

Jackalopes can be real, but the rabbit's antlers are
because of a papilloma virus

SNAPCHAT THE MAIN POINT

GRADES 4 - 12

Sample Center Instructions

Provide written instructions *at each center*. Your instructions may look something like these samples. Feel free to adapt them to suit your own needs.

READING TOGETHER CENTER

Set the timer for 1 minute: **Choose** one of the three short texts to read together.

Set the timer for 9 minutes: **Read** the chosen text together as a group. Look up any unfamiliar words. Help each other and make sure that everyone understands the text.

SPEAKING & LISTENING CENTER

Set the timer for 5 minutes: **Discuss** the author's main point. If you disagree with each other remember to support your opinions by citing evidence from the text.

Set the timer for 5 minutes: **Decide** as a group what 1-3 things you want to include in your text and picture summarization. Remember, your Snapchat will self-destruct in a few seconds so it has to be simple!

WRITER'S CRAFT CENTER

Set the timer for 1 minute: **Assign jobs.**

The artist(s) – draw the picture

The writer(s) – write the Snapchat text

The editor(s) – make sure agreed upon things are included, count the characters, and watch the timer

Set the timer for 6 minutes: **Write, draw, or edit**

Set the timer for 3 minutes: As a group, **review** your work, discuss briefly, and **revise** as necessary.

SNAPCHAT THE MAIN POINT

GRADES 4 - 12

Sample Timeline

Depending on the length and complexity of the text, you may want to increase the amount of time spent at each center and allow two or three days to complete the activity.

Class is divided up in to 3 groups (X, Y, and Z) of 5 students each.

9:00 – 9:10 Mini Lesson

9:10 – 9:20 Groups X and Y do Read Together Center independently;

Group Z does Reading Together activity at a Teacher-led Center.

9:20 – 9:30 Groups Z and X do Speaking & Listening Center independently;

Group Y does Speaking & Listening activity at a Teacher-led Center.

9:30 – 9:40 Groups Y and Z do Writing Together Center independently;

Group X does Writing Together activity at a Teacher-led Center.

9:40 – 9:50 All groups present their Snapchats to the full class

9:50 – 10:00 Reflection and full class discussion