



**WHEN** are SMARTsheets™ used?

**HOW** are SMARTsheets™ used?

**WHO** uses SMARTsheets™?

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## WHEN are **SMARTsheets**<sup>TM</sup> used?

**brain-based  
learning principles**

Key opportunities during a lesson to employ

Main Idea

**Beginning  
lesson**

Activating background knowledge  
Finding out what students already know

**During lesson  
(reading)**

Guided reading  
Chunking reading  
Jig-saw reading  
Pair-share reading

**During lesson  
(note-taking)**

Guiding note-taking  
Instructional Pause  
Main Ideas provided  
& details developed

**During lesson  
(writing)**

Pre-writing organizing ideas  
Collaborative writing  
Project presentations

**Ending lesson  
(reflective reviews)**

Give one / Take One Review  
Rotating SMARTsheets

**Assessment**

Organizing response to essay question  
Alternative: Students construct & explain SMARTsheet

# Before a story is read...

The teacher models note-taking on a SMARTsheet as students express **background knowledge** about a topic related to the story

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading Chunking reading	Jig-saw reading Pair-share reading
During lesson (note-taking)	Guiding note-taking Instructional Pause	Main Ideas provided & details developed
During lesson (writing)	Pre-writing organizing ideas Collaborative writing	Project presentations
Ending lesson (reflective reviews)	Give one / Take One Review Rotating SMARTsheets	
Assessment	Organizing response to essay question Alternative: Students construct & explain SMARTsheet	

**OR**

Students work in pairs or groups of 4 to brainstorm and note what they already know about the character

	STORY	AUTHOR
	Huckleberry Finn	Mark Twain
<b>Appearance</b> How the character looks	About 12 yrs. old Wears overalls	
<b>Self-perceptions</b> What does the character think about his or her self?	Confident	
<b>Perceptions of others</b> How does the character tend to view others?	Positive	
<b>Actions toward others</b> How does the character treat other people?	Friendly	
<b>Transformations</b> How does the character change in the story?	?	
<b>Role in the story</b> Why was the character important to the story?	Main character	

# As the story is read & discussed...

The teacher guides note-taking on a SMARTsheet as portions of the story is read aloud (or silently)

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading	Jig-saw reading Pair-share reading
During lesson (note-taking)	Guiding note-taking Instructional Pause	Main Ideas provided & details developed
During lesson (writing)	Pre-writing organizing ideas Collaborative writing	Project presentations
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Assessment	Organizing response to essay question Alternative: Students construct & explain SMARTsheet	

The SMARTsheet is gradually developed as additional information is revealed as the story unfolds

	STORY	AUTHOR
	Huckleberry Finn	Mark Twain
<b>Appearance</b> How the character looks	About 12 yrs. old Wears overalls	Barefoot Straw hat Needs haircut Cocky
<b>Self-perceptions</b> What does the character think about his or her self?	Confident Independent	Adult-like Superior to others Brave, fearless
<b>Perceptions of others</b> How does the character tend to view others?	Positive	Stereotype view of Blacks... views them as Silly Dumb Superstitious Obedient
<b>Actions toward others</b> How does the character treat other people?	Friendly disrespectful	Treats Jim as a friend, tries to help him escape Devalues Jim Puts Jim in harm's way
<b>Transformations</b> How does the character change in the story?	?	Gradually realizes life is not a big fantasy. Comes to see "realness" of people & their problems & way they treat each other
<b>Role in the story</b> Why was the character important to the story?	Main character	Allows readers to develop empathy for Jim & Blacks in general

# As the story is read & discussed...

The **SMA OR** guides not as participants **Apply Jigsaw Cooperative Learning routine** read aloud (or silently)

Each team is assigned one of these topics

Everyone reads the same passage, looking for info related to their assigned topic

Each group then reports info they found to class

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading Chunking reading	Jig-saw reading Pair-share reading
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<b>Role in the story</b> Why was the character important to the story?	Main character	Allows readers to develop empathy for Jim & Blacks in general

# As the story is read & discussed...

**OR**

**Students are paired**

**Whole class reads same short passage**

**Each pair discusses info & notes it on SMARTsheet**

**Selected pairs shares with class; students then notes addition info on their SMARTsheets**

**Apply ~~Pairs~~share™  
Cooperative Learning  
Learning routine**

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading	Jig-saw reading
	Chunking reading	Pair-share reading
During lesson (note-taking)	Guiding note-taking	Main Ideas provided & details developed
	Instructional Pause	
During lesson (writing)	Pre-writing organizing ideas	Project presentations
	Collaborative writing	
Ending lesson (reflective reviews)	Give one / Take One Review	
	Rotating SMARTsheets	
Assessment	Organizing response to essay question	
	Alternative: Students construct & explain SMARTsheet	

CHARACTERISTICS	Robinson Crusoe Character	Huckleberry Finn Character
<b>Appearance</b> What did the character look like?	About 25 yrs. old, barefoot, needs haircut, scraggly beard, long tangled hair, palm leaf hat	About 12 yrs. old, barefoot, needs haircut, straw hat
<b>Personality</b> What was the character like?	Ingenuous, clever, not cocky, not superstitious, very shy, brave	Ingenuous, clever, cocky, happy, superstitious, very outgoing and unintimidated
<b>Role</b> How was the character important to the story?	Illustrates creativity and persistence and importance of others, regardless of their race	Causes us to examine ourselves, especially regarding racism and how we treat others
<b>Transition</b> How did the character change?	Crusoe treats his man Friday somewhat like a slave, but comes to love and value his friendship	Treats Jim like a toy to entertain him in his fantasy world but comes to love and value his friendship
So what? What is important to understand about this?		
Crusoe was the best overall story, but Huck was the most interesting character because I can relate to the way he sees the world. I'm like him in some ways.		

# Use SMARTsheets as pre-writing planning tools

## OPTION 1:

### Teacher & class co-develop SMARTsheet...

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading Chunking reading	Jig-saw reading Pair-share reading
During lesson (note-taking)	Guiding note-taking Instructional Pause	Main Ideas provided & details developed
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**Boo Radley** (from *To Kill a Mocking Bird*) is about ...

A mysterious, kind, yet heroic character who is very important to the story

Main idea	Main idea	Main idea
<b>Boo is mysterious</b>	<b>Boo is kind</b>	<b>Boo is heroic</b>
<p>Stabbed his father in the leg &amp; disappeared for 15 years</p> <p>Recluse- After being locked in courthouse basement</p> <p>Lurks at night and watches people as they sleep</p> <p>Secretly hides stuff in tree for Scout to find</p> <p>Disappeared and never seen again after house fire</p>	<p>Leaves gifts for Scout in tree</p> <p>Secretly watched over the Scout and Jem to make sure they stayed safe and happy.</p> <p>After fire, covered Scout with blanket to make sure she did not get sick</p>	<p>Risks own life to stop Mr. Ewell's attack on Scout and Jem</p> <p>Risks own life by going into burning house to save Scout</p> <p>Kills Mr. Ewell</p>

So what? What is important to understand about this?

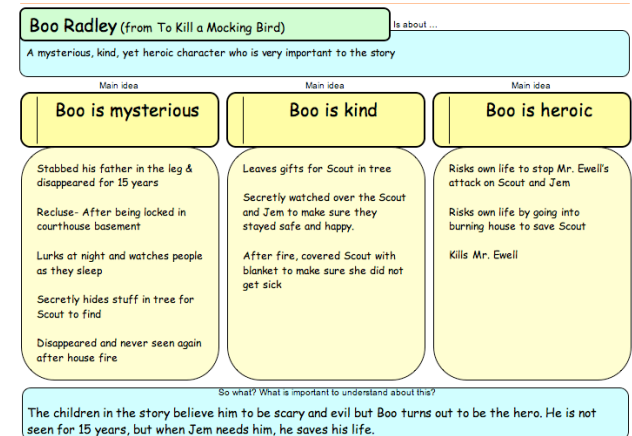
The children in the story believe him to be scary and evil but Boo turns out to be the hero. He is not seen for 15 years, but when Jem needs him, he saves his life.

# Use SMARTsheets as pre-writing planning tools

## OPTION 1:

**Teacher & class co-develop SMARTsheet...**

**... and then students work in pairs to co-author essay based on info on SMARTsheet**



To Kill a Mockingbird is about life and justice in a small Alabama town. The characters are some of the most memorable in American literature. Boo Radley is a secondary character, but he is nevertheless important to the story. Mysterious, kind, yet heroic, Boo is a memorable character.

Boo is mysterious. He is not seen for 15 years. The story that is told is that when he was 33 years old he stabbed his father in the leg and was never seen again. It was told that his father locked him in the courthouse basement for a while and when he came home he never went back outside again. Many people say that he lurks at night and watches people as they sleep. This fact leads many people to believe that Boo is evil and is out to get anyone that bothers him and his house. Jem and Scout often dare each other to go up to the house and touch it to see who has the most courage.

Boo is also kind. Although Scout never knew it, Boo took care of her on more than one occasion. When Miss Maudie's house burned down one cold night, Scout was covered up with a blanket without knowing who did it. Some of the older people in the town seemed to have known that it was Boo that covered Scout up that cold night. He was making sure that she did not get sick. Boo was a very kind man who kept to himself. People who knew Boo before he was exiled to his house know how kind Boo Radley truly is. Eventually Scout learns this as well.

Boo is a heroic character. At the end of the story Jem and Scout are attacked by Mr. Ewell. He tries to kill the children but Boo saves their life. It is implied that Boo gets rid of Mr. Ewell by stabbing him. If Boo had not been watching over the children then they would have both been killed. Although Boo never came out of his house, when "his" children needed him, he was the first one there. He had been secretly watching over the children to make sure they stayed safe and happy. Scout describes Boo as their hero and states that after that event she never saw him again.

The most important thing to understand about Boo is that the children in the story believe him to be scary and evil, but Boo turns out to be the hero of the story. He is not seen for 15 years, but when Jem needs him, he saves his life.



# Use SMARTsheets as pre-writing planning tools

## OPTION 2:

Students work in groups of 4 to develop info on SMARTsheet

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading	Jig-saw reading
	Chunking reading	Pair-share reading
During lesson (note-taking)	Guiding note-taking	Main Ideas provided & details developed
	Instructional Pause	
During lesson (writing)	Pre-writing organizing ideas	Project presentations
	Collaborative writing	
Ending lesson (reflective reviews)	Give one / Take One Review	
	Rotating SMARTsheets	
Assessment	Organizing response to essay question	
	Alternative: Students construct & explain SMARTsheet	

Individual students then use the info on the SMARTsheet to independently write essays.

Each student orally reads draft essay to group for feedback

Students rotate drafts (twice) for peer-editing

## Analyze the lyrics from "Wreck of the Edmond Fitzgerald"

POEM Wreck of the Edmond Fitzgerald	Is about...
A ship that sunk in the Great Lakes area in the month of November during the year 1975.	
<b>Speaker</b> (when reading the poem, who is the speaker?)	The speaker is someone who wants others to remember the sailors that died when the ship sank. He is also speaking to captains of other ships so they won't make the same mistakes.
<b>Tone</b> How does the speaker seem to feel about the subject of the poem?	The tone of the song is very somber and has a feeling of respect for the dead.
<b>Symbolism</b> Do objects or things in the poem represent other stuff? How?	"'twas the Witch of November come stealin' is a line from the song that is a symbol of the hurricane season that hits the Great Lakes area around this time and causes shipwrecks.
<b>Is like</b> Is the speaker comparing things or saying what something is like? How?	"And all that remains is the faces and the names of the wives and the sons and the daughters" is a line in the song that shows that that no one survived the wreck and no bodies were found.
<b>Theme</b> What's the message about life in this poem?	Life can end tragically even though one is prepared to fight to the end to survive. All the men aboard were well-seasoned sailors and the sinking of such a large ship seems ironic.

## Ending the lesson....

### OPTION 1:

### Give One - Take One / Rotating SMARTsheet

One copy of a SMARTsheet to provided each group.

A student notes one new idea, and then passes it to the next student .

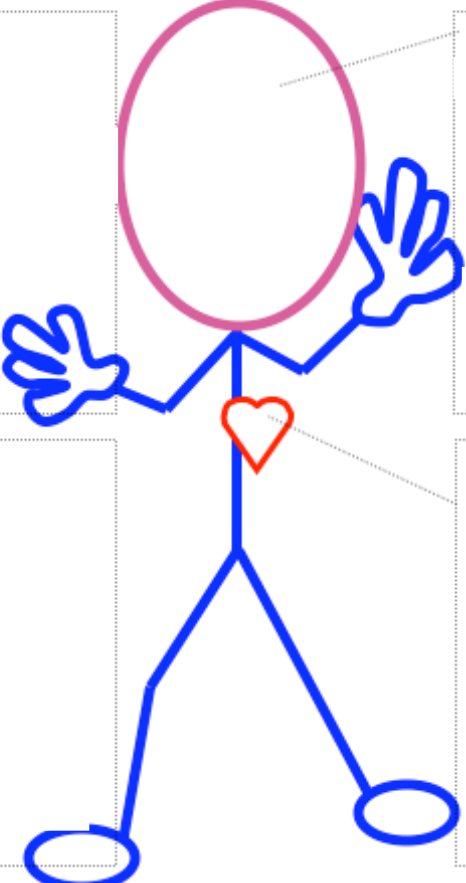
This student adds something new, then passes it to another student.

Procedure continues until students can't think of anything more to add

Individual students then use the completed SMARTsheet to provide an ORAL description of the character

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CHARACTER   Jean Louise "Scout" Finch (To Kill a Mockingbird)	
How the character looks	What the character thinks about
How the character acts	What's in the character's heart



## Ending the lesson....

### Give One - Take One / Rotating SMARTsheet

You also also apply similar techniques for analyzing vocabulary....

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immigrant

DEFINITION

Person who moves to permanently live in a different country

CONTEXT  
(when talking about ...)

SAMPLE  
SENTENCE

Mexicans who move to U.S. to live with families who came at an earlier time

The Mexican immigrant lived in Texas with his relatives.

Americans who move to Canada to avoid being drafted

During the Viet Nam war, some Americans immigrated to Canada to live so they would not have to fight.

People who move from poor countries to rich countries looking for a better life

Immigrants from all over the world came to America looking for a better life.

# Use SMARTsheets as pre-writing planning tools

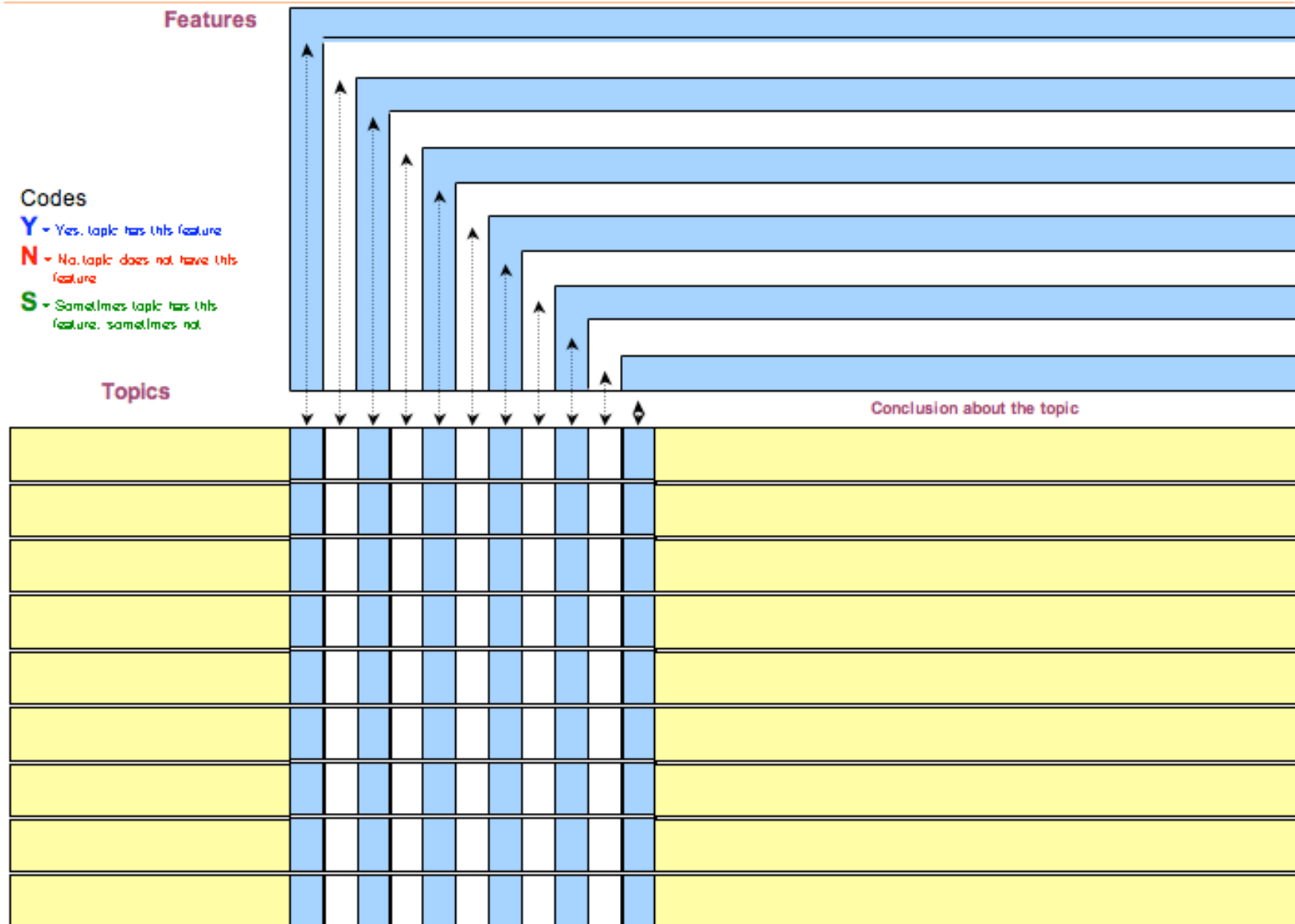
Or comparing multiple characters...

Beginning lesson	Activating background knowledge Finding out what students already know	
During lesson (reading)	Guided reading Chunking reading	Jig-saw reading Pair-share reading
During lesson (note-taking)	Guiding note-taking Instructional Pause	Main Ideas provided & details developed
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Story | Sarah, Plain and Tall by Patricia MacLaclan

	Character Jacob	Character Caleb	Character Anna	Character Sarah
<b>Characteristics</b> <b>Appearance</b> What did the character look like?	Simple looking - tall with strong hands & shoulders; curly hair	Friendly, shy smile, small in size, curly hair	Long straight hair, thin, medium sized, nice features	Plain looking with long brown hair, thin, rough hands
<b>Personality</b> What was the character like?	Quiet, strong willed, devoted to his family	Openly talks about his feelings; curious, loving, worrisome, fearful & timid	Cautious, responsible, slow to talk about her feelings	Loved life, willful & strong, set in her ways, willing to change
<b>Role</b> How was the character important to the story?	Head of the household, responsible	Represents the whole family	Adult-like, practical and responsible, helps keep things normal	Brought the broken family together. She brought healing.
<b>Transition</b> How did the character change?	Serious after his wife died. Slowly changed - happy again with Sarah	He learned to be patient, trust others, and not worry so much	Finally felt comfortable enough to be a kid & enjoy life more	Learned to find beauty in the prairie & that she loved Maine and the sea
<b>Reaction</b> What did you like or dislike about this character?	I didn't like him at first. He was too stern, but he changed and was likable.	I liked his openness, but he worried too much!	I always liked Anna and I am glad she could act more like a kid.	I liked her but she worried me. I was afraid the family would not like her.

# SMARTsheets can be developed over the course of a whole unit or semester



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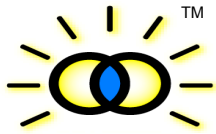
**Features**

**Codes**  
**Y** - Yes, topic has this feature  
**N** - No, topic does not have this feature  
**S** - Sometimes topic has this feature, sometimes not

**Topics**

*Conclusion about the topic*

Novel	Y	S	Y	Y	Y	Y	S	Y	S	S		Largest use of different literary forms
Short Story	Y	N	Y	Y	Y	N	N	Y	S	S		Like a novel, but shorter
Poetry	S	S	S	S	N	S	Y	N	S	S		Like short story, but not in prose
Lyric	N	N	S	S	N	S	Y	N	S	N		2 <sup>nd</sup> most limited use of literary features
Drama	S	S	Y	Y	Y	Y	S	S	N	Y		Everything but a moral
Tragedy	S	S	Y	Y	Y	Y	S	S	S	S		2 <sup>nd</sup> most limited use of literary features
Comedy	S	S	Y	Y	Y	Y	S	S	N	Y		Everything but a moral
Satire	S	S	Y	S	S	Y	S	S	S	S		Could include all literary components
Essay	N	Y	N	N	N	Y	N	Y	S	N		Most limited use of literary features



After the a story is over...

The teacher uses many of the Literature SMARTsheets as “think-back activities”...

Questioning the Author SMARTsheets™



Makes Sense Strategies™

MENU sample

Reading: Questioning Strategies  
Questioning the Author: CHARACTER™

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Questions for the author about a CHARACTER

Questions for Irene Hunt about Jethro Creighton, the main character in Across Five Aprils

What do you want the readers to remember about this character?

I want them to remember that he was an ordinary, innocent, boy who was forced to become a man and take on the responsibilities of the farm and his family.

What idea(s) about life or how to live it do you want readers to understand when reading about this character?

I want them to realize how hard life was for this character and all the characters in the novel. It was a time when work and chores were a must not a choice.

What emotions do you want readers to experience when reading about this character?

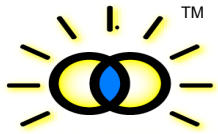
Jethro's life was filled with bloodshed, hate, tears, love, loyalty, and compassion. I want the readers to feel his emotional response to the pains and celebrations in the novel.

Why did you include this character in your story? Why is the character important?

He was a perfect character to experience the war without ever fighting in the war. His relationship with the other characters makes him the most important character.

Write a new question: Did you ever consider making Jethro a female character?

No, I did not because I wanted a character that could be expected to do the things asked of Jethro. I do not think a girl would have been expected to take on the chores that Jethro was forced to handle.



HOW are SMARTsheets™ used?

Applying “scaffolded” strategic Instruction

brain-based learning principles

Main idea

Main idea

Main idea

***I Do It***

Teacher explains purpose & cues on SMARTsheet

Teacher models how one thinks when using a SMARTsheet

***WE Do It***

The teacher, with the class, determines info to note on SMARTsheet

Teacher provides just enough assistance to ensure correctness

***Y'ALL Do It***

Pairs or small teams support each other as the SMARTsheet is developed

Teacher monitors, but does not provide direct assistance;

***YOU Do It***

Students independently construct info on SMARTsheet.

May be in-class seat work or homework

Peers and/or teacher provides feedback.

So what? What is important to understand about this?

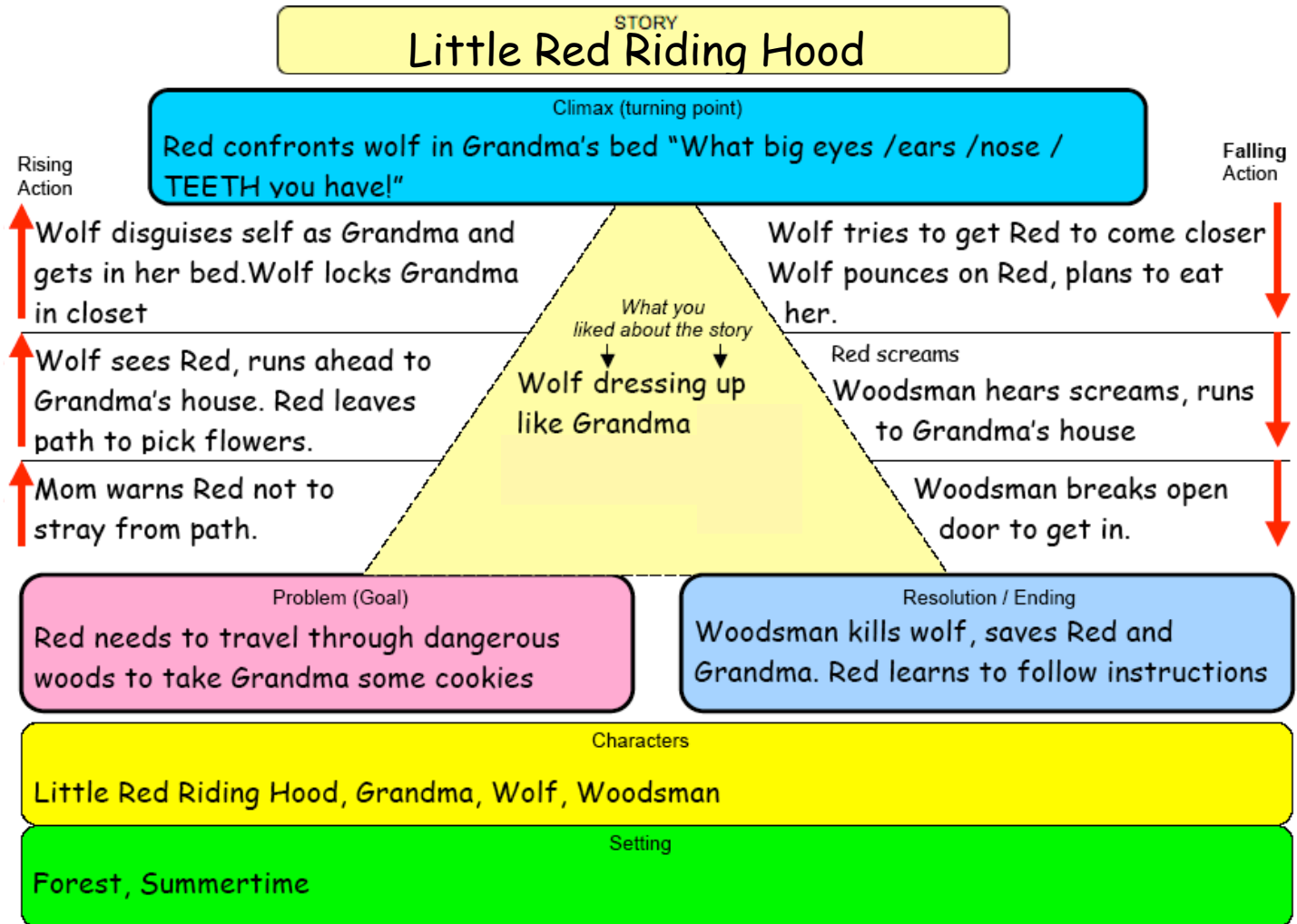
Scaffolding ensures perfect practice = perfect learning



A 2nd “scaffolding” principle is to *use what students already know* when teaching something new and complex.

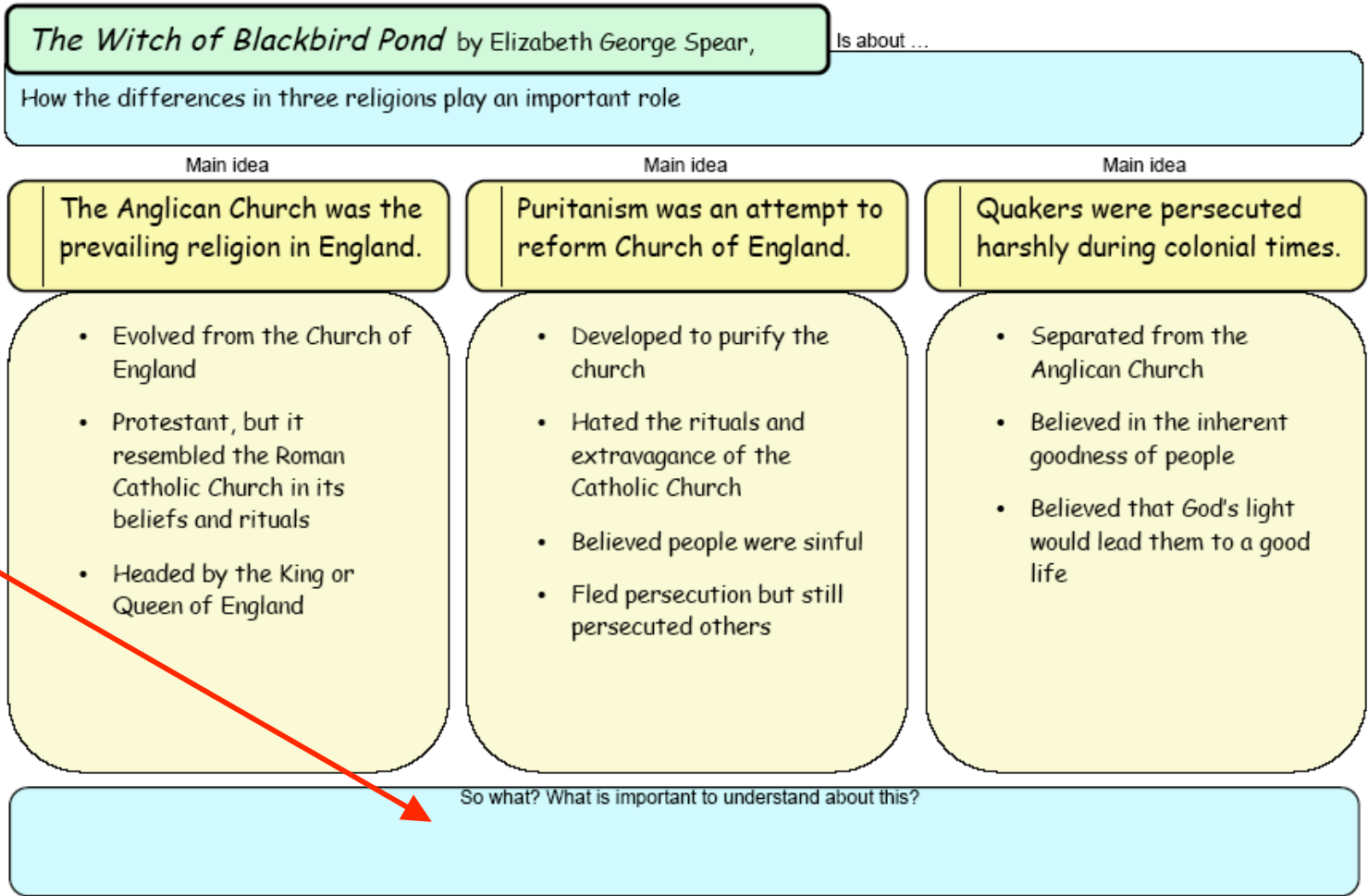
For example, this SMARTsheet may seem pretty complex and scary at first...

So it’s always a good idea to develop one with students while addressing a familiar topic **BEFORE** you apply it to unfamiliar, complex literature



A 3rd “scaffolding” principle is to **provide assistance only when it’s needed**

**Consider this SMARTsheet...**



**Students often struggle with the “So What?” question because they are not used to “BIG PICTURE” thinking**

**Thus you will need to initially provide more assistance with these types of prompts.**