

# **Summarization in Math Class**

## **Abstract**

This action research study of twenty students in my sixth grade mathematics classroom examines the implementation of summarization strategies. Students were taught how to summarize concepts and how to explain their thinking in different ways to the teacher and their peers. Through analysis of students' summaries of concepts from lessons that I taught, tests scores, and student journals and interviews, I discovered that summarizing mathematical concepts offers students an engaging opportunity to better understand those concepts and render that understanding more visible to the teacher. This analysis suggests that non-traditional summarization, such as verbal and written strategies, and strategies involving movement and discussions, can be useful in mathematics classrooms to improve student understanding, engagement in learning tasks, and as a form of formative assessment.