

k-3**4-6****6.8**

Creating a One-Pager

Student Objective

Students will be able to express comprehension of, reactions to, and connections with a specific topic or piece of text.

Overview

Students learn and process information in various ways. Using a one-pager allows teachers to meet the diverse learning needs of students through this open-ended, highly engaging way for students to show what they have learned. One-pagers may be completed collaboratively in small groups or as an independent activity. Directions and components may be adapted based on the text, content, or level and depth of comprehension desired.

Materials/Set-Up

- Student Handout:
 - 6.8a: One-Pager
- Teacher-selected topic or text
- Blank paper or chart paper
- Markers

Instructional Steps

- Review the One-Pager handout to determine if all or only some of the components of the one-pager will be required for the assignment.
- Select an appropriate text or topic.
- Allow time for each student to read and mark the text, which is completed by numbering the paragraphs; circling key terms, cited authors, and other essential words or numbers; and underlining the author's claims and other information relevant to the reading purpose.
- Ask students to ponder the topic being considered or the author's purpose for writing the text. Direct students to select one word, phrase, and sentence directly from the topic or text that best capture the overall message.
- Assign students to small groups and instruct each student to share their word, phrase, and sentence. In so doing, they should discuss what they think best represents the common theme or message that the author was communicating.
- Explain to students that they will design, individually or in groups, a one-pager on blank paper or chart paper that contains their word, phrase, and sentence, along with a graphic representation of the message.

- Instruct students to incorporate their personal thoughts, feelings, and opinions into the one-pager. This will allow them to take personal ownership of their work and create a greater degree of student buy-in within the classroom.
- Display the completed one-pagers for a gallery walk so that students may share their work with their peers.
- Debrief by having students write a reflection about their group's message and how it compared to the message of the other groups.

Extension

- To increase rigor, use the concept of a one-pager as a post-assessment for a unit of study. In addition to the word, phrase, and sentence, including additional components may be required, such as: key vocabulary, supporting statements for opinions and visuals, or connections to other content areas or personal life.
- To increase scaffolding, break directions into small chunks for each step of the process and model the creation of a one-pager using a different piece of text.





One-Pager

A one-pager is a creative response to a learning experience. It allows you to respond creatively while being brief and concise in making connections between words and images.

You learn best when thinking about and interacting with the learning experience. With a one-pager, your thinking should be understood by the individual viewing the finished document.

Follow this format for your one-pager:

- ☐ Use unlined white paper.
- ☐ Select an appropriate title that reflects the content.
- ☐ Use colored pens, pencils, or markers. The more visually appealing that it is, the more that your peers will learn.
- ☐ Write your name on the front or back, as directed by your instructor.
- ☐ Fill the entire page.
- ☐ Put a symbolic colored border around the edges of the page.
- ☐ Be purposeful about the arrangement of your one-pager. For example, have a focused reason for using a certain color or for placing an object in a certain place.
- ☐ Write two quotations from the reading or activity, using the proper grammatical format.
- ☐ Use three visual images, either drawn or cut out from magazines, to create a central focus to your page. If you use a computer image, personalize it to make it your own.
- ☐ Place five essential vocabulary words or phrases around the images. These words or phrases should express the main ideas and your impressions, feelings, or thoughts about what you have seen or read.
- ☐ Write the main idea of the reading or topic.
- ☐ Write two Costa's Level 2 or 3 questions and answer them.