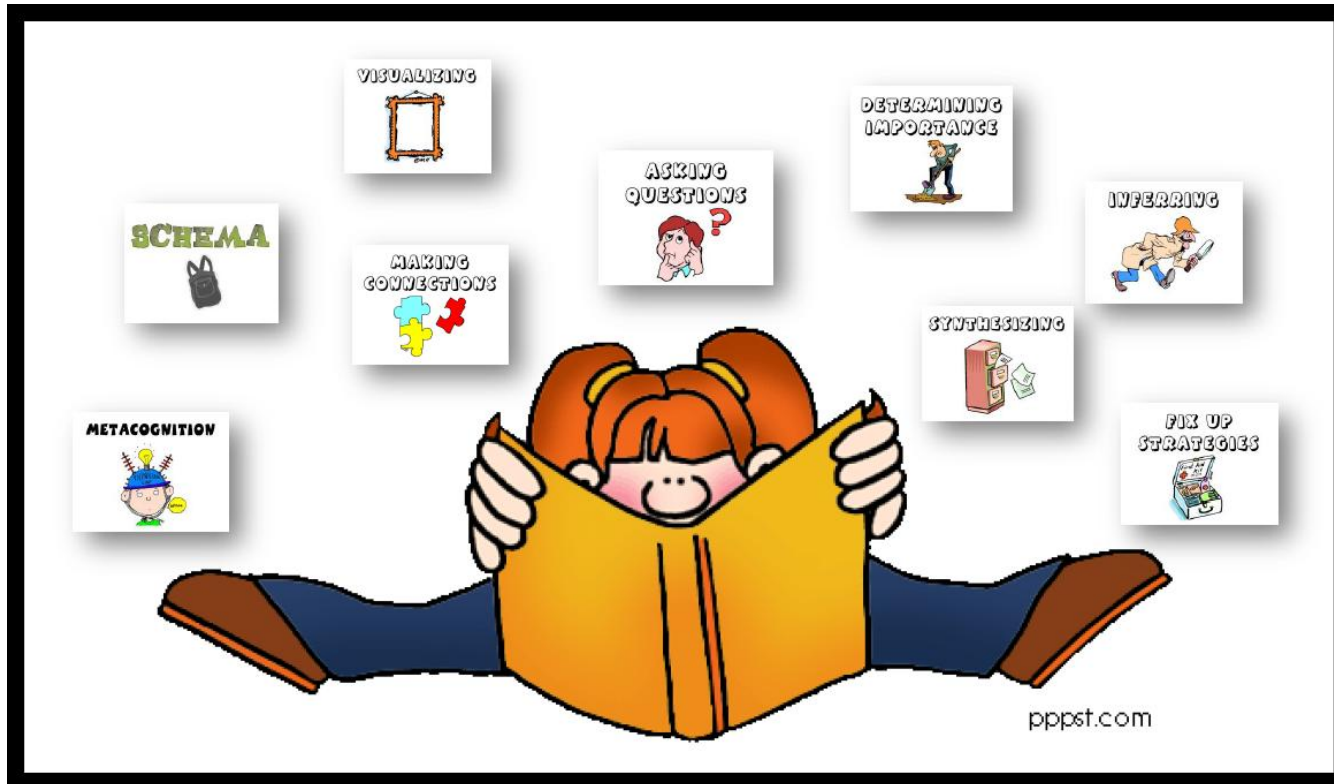


Reader's Workshop SCOPE and Sequence



Synthesizing

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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Seeing the Big Picture #1

SYNTHESIZING

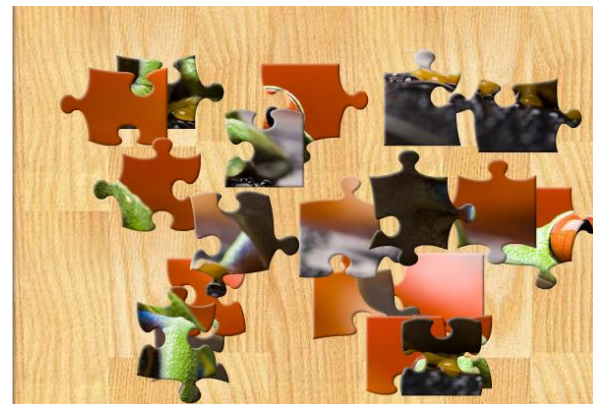


As I read . . .

I combine what I already know with new information to create new understanding.

Display the unassembled puzzle for the class. If you have a SMARTboard, you may use an online jigsaw puzzle site for this activity. Encourage the class to tell you what the BIG PICTURE is. When they can't ask them what they need in order to figure out the BIG PICTURE. Conclude that in order to see the BIG PICTURE, we need to start working with the small pieces. When we see how they pieces interact with each other, we can then start to see the BIG PICTURE. As the puzzle-maker puts the puzzle together, they synthesize. Synthesizing is combining what you already know (your SCHEMA) with new information (the puzzle pieces) to create new understanding (the BIG PICTURE). Practice creating the BIG PICTURE in partnerships or as a group. Share with the class that tomorrow we will talk about seeing the BIG PICTURE in the books we read.

- Jigsaw Puzzle(s)
<http://www.mathsisfun.com/puzzles/jigsaw-puzzles-index.html>
<http://www.jigzone.com/>
<http://www.crazy4jigsaws.com/>



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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Seeing the Big Picture #2

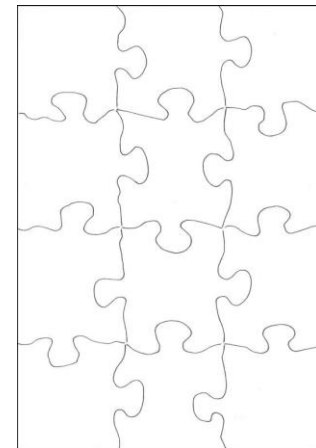
SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

Select an at-level, fiction Guided Reading book from your school's book collection. Preferably one that your reading groups have already read. Using a document camera, reread the book. As you read, write down (on puzzle pieces) key details from the book that will assist you in retelling the story. Write down details about the characters, setting, problem(s), and solution. Once finished, display the puzzle pieces under the document camera. Ask the class what they noticed about what you were doing as you read the book. Ask them to help you put the puzzle together. Assemble the puzzle. Reread the text you wrote on the puzzle pieces. Conclude that authors use details in their stories to help us see the BIG PICTURE. Tell the class that tomorrow we will continue to work with the puzzle pieces and the story's details.

- 12-20 Piece Blank Puzzle



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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

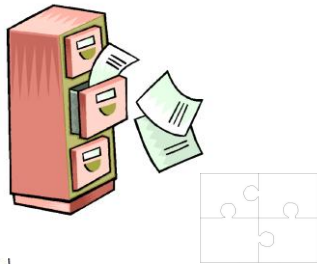
Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Seeing the Big Picture #3

SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

Display the (assembled) puzzle pieces from yesterday's story under the document camera. Ask the class to review what happened during yesterday's lesson. Come to the conclusion that a book's details help readers to see the BIG PICTURE. Tell the class that nonfiction stories generally have elements (parts) to them. Get a piece of large construction paper (or tag board if you have a lot of puzzle pieces) and divide it into four parts, labeling them with the titles *characters*, *setting*, *problem*, and *solution*. Disassemble the puzzle and sort them into four piles, gluing the pieces to the correct section of the construction paper. Write a brief description defining each section. End by reminding students that most fiction stories have four elements. They have characters, setting, problem and solution. These parts work together to give the reader the BIG PICTURE or IDEA of the story.

- 12-20 Puzzle Pieces from Last Lesson



- 18x24 Piece of Construction Paper

Characters: Who is in the story.	Setting: Where the story takes place.
Problem: Big/little problems in story.	Solution: How problems are solved.

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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Retelling - Modeling

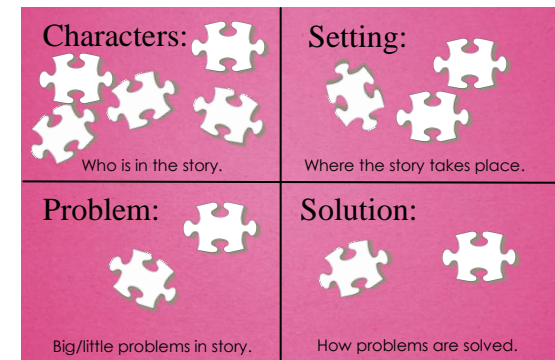
SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

Use the Story Elements chart from yesterday to review the four elements of most fiction stories. Review the details from the story used for the chart. Share that when readers retell a story, they included these details in their retelling. Model how to retell the story you read using the Story Elements chart you created as you retell. As you share story details that are on the chart, point to them, so students can see how the details are woven together in the story to create the BIG PICTURE or IDEA. As you read books in the future practice retelling the story making sure to include all four story elements in your retelling. Leave the Story Elements chart on the wall as a reference. Encourage students to notice story elements in the books they read. Challenge them to retell the story after they've read it to themselves (read to self) or to their partner (read to someone).

- Previous Lesson's Story Elements Chart



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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Retelling - Guided & Independent

SYNTHESIZING



As I read . . .

I combine what I already know with new information to create new understanding.

During your Guided Reading group time, have students use the 4 piece puzzle template to record characters, setting, problem(s), and solution(s). Teach them how to make a list using bullets (if they don't already know how to do this). Work together the first few times you do this activity, then release responsibility. Practice using the story elements template to retell the story. Again, the first few times you do this, do it as a group. Then release responsibility and have students do it independently. Remind students that most fiction stories have characters, setting, problem(s), and solution(s). The elements work together like a puzzle to tell the BIG IDEA. We can use the details to retell the story. Our ability to retell a story helps us to know if we understand the story. Good readers practice retelling. During read to self or read with a partner times, I give students a challenge to complete a story elements puzzle.

- 4 Piece Story Elements Puzzle

Characters:	Setting:
Problem:	Solution:

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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Identifying Synthesizing Thinking Stems (Ongoing)

SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

What do readers do while they are reading? Reiterate that readers THINK about their reading. Readers use their schema, connect, visualize, question, determine importance, and infer as they read. Model this for students. Read aloud a book you are familiar with and use the “think out loud” strategy SYNTHESIZING. Use the “synthesizing thinking stems” that you’d like your students to begin using. When you have finished reading and thinking out loud, ask students to make observations about you as a reader (what you were doing, what words you used, etc.). Record their answers on the Synthesizing anchor chart. As you dismiss students, encourage them to think about what they are reading, and to start using synthesizing thinking stems as they read and synthesize. Add to the chart as the unit progresses.

- Read Aloud you've previously read
- Synthesizing Thinking Stem Statements:

Thinking Stems...	I'm thinking... Now I'm thinking... This is what I'm taking from the story... Now I understand why... I used to think ____, but now I think... I think the story is really about... This story is about... I'm beginning to think...
--------------------------	---

Continue to add to the chart as the unit progresses!

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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Thinking that Grows or Changes

SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

Ask the class to tell you what they about sharks. Write their thinking on yellow Post-It notes. Add the Post-It notes to the chart's first column. Share that our knowledge about sharks comes from our schema. What we know about sharks comes from what we've read about them, what we've heard about them (TV, friends, family), and our in-person experiences with sharks. Point to the Post-It note statements about sharks and ask the class what will happen to our schema after we read a book about sharks. Allow a few to share their ideas. Read the book without stopping/commenting. When finished, ask the class to share what they learned. If they share already posted facts, move the Post-It note to the second column. If they share a new fact, write the newly learned fact on a blue Post-It note and add it to the third column. If they shared a fact that corrected a misconception about sharks, cross out the misconception fact (yellow) and write the new fact on a blue Post-It note. Put the yellow and blue notes next to each other under the fourth column with an arrow pointing from the yellow to the blue. Once finished, read the chart by column... (2) what we already knew to be true, (3) what we didn't know and learned, and (4) what we thought was true but our thinking changed as we read. Emphasize that as we learn, read, talk, and experience...our schema changes. This process is called SYNTHESIZING.

- Nonfiction Text(s) About Sharks
- Post-It Notes (2 different colors)
- Synthesizing Anchor Chart
- What Happens When We Read Chart

Shark Schema

When we read, we add to our schema. Sometimes our thinking changes. This is called **SYNTHESIZING**.

Schema Before We Read the Book	Schema That Was UNCHANGED	Schema That Was ADDED	Schema That Was CHANGED

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Reader's Workshop SCOPE and Sequence

SYNTHESIZING

Synthesizing: Giving a Summary of or Retelling What I've Read

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
				✓	✓	✓	✓

Mini Lesson

Materials and Resources

Define Synthesizing

SYNTHESIZING



As I read . . .
I combine what I already know with new information to create new understanding.

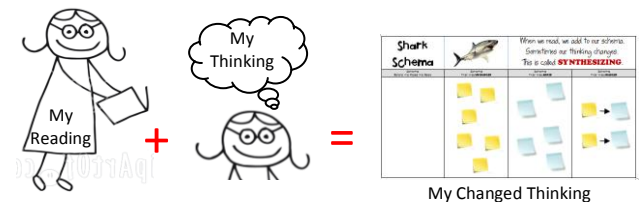
Review the "What Happens When We Read" chart from the previous lesson. Column by column discuss (1) the thinking we had before reading the book, (2) what thinking stayed the same, (3) what thinking was added, and (4) which thinking changed.

Create a visual definition for the Synthesis anchor chart. Define synthesis as:

My Reading + My Thinking = My Changed Thinking.

Share that when readers read, they add to their schema and also fix schema that was incorrect. Illustrate this by pointing out how our reading corrected our misunderstandings about sharks.

- Nonfiction Text(s) About Bees
- Picture of "What Happens When We Read" Chart
- Synthesizing Anchor Chart



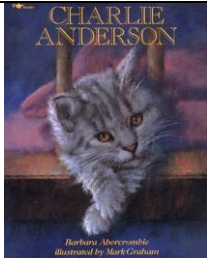
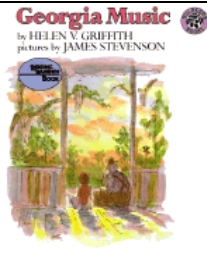
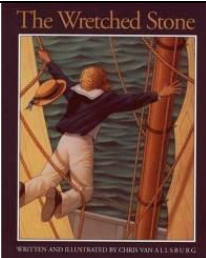

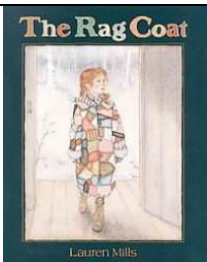


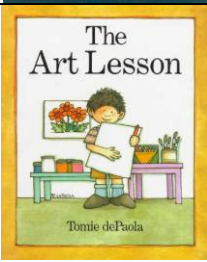
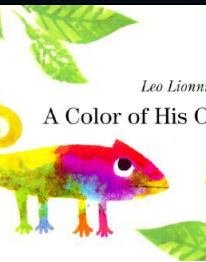
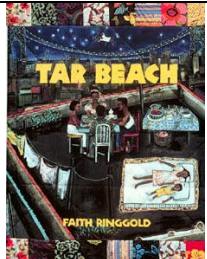
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Additional Books to Use for Synthesizing Throughout the Year:

<p>Charlie Anderson Abercrombie, Barbara</p>		<p>Georgia Music Griffith, Helen V.</p>		<p>The Wretched Stone Van Allsburg, Chris</p>	
<p>Mirette on the High Wire McCully, Emily Arnold</p>		<p>The Rag Coat Mills, Lauren A.</p>		<p>The Stranger Van Allsburg, Chris</p>	
<p>Smoky Night Bunting, Eve</p>		<p>The Art Lesson dePaola, Tomie</p>		<p>A Color of His Own Lionni, Leo</p>	
<p>Oliver Button is a Sissy dePaola, Tomie</p>		<p>Tar Beach Ringgold, Faith</p>			

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