

### Lesson Components

1. *Modeling reading behavior*
2. *Think aloud* teacher and students create anchor chart to make thinking visible.
3. *Guided practice* students turn to a partner and practice the skill you are teaching.
4. *Independent practice* Students can work independently or in pairs and practice the reading strategy.
5. *Time to share/reflect/respond* Gather the class back together for students to talk about how they used the strategy.

\*Helpful hint: Debbie Miller encourages us to prepare our lessons in advance by marking the places in the text with a sticky note that best illustrate our teaching points. We should think about what we will say and how exactly we will say it.



### Resources

- Reading with Meaning-Teaching Comprehension in the Primary Grades" by Debbie Miller
- "The CAFE Book-Engaging all Students in Daily Literacy Assessment & Instruction" by Gall Boushey and Joan Moser



## Synthesizing

Teaching Ideas

Grantsburg Elementary School

## Synthesizing

Putting together information from the text and from the reader's own background knowledge in order to create new understandings.\*

### Teaching ideas

Debbie Miller compares synthesis to throwing a rock in a pond. It initially makes a splash, and then produces ripples. When introducing this strategy, tell your students that when you come across new information during reading, "the meaning gets bigger and bigger, just like the ripples in the pond" (Miller, p. 159).

Illustrate how your thinking changes as you read a story to the class. Use the language of synthesis as you do so and record it on chart paper (Miller p. 160).

- At first I thought... but now I'm thinking...
- I used to think... but now I'm thinking...
- Oh! This changes everything...
- Here's what I'm thinking so far...
- This is way different than I thought it was going to be...

Teach how to retell stories as a method of synthesizing. Start by retelling familiar stories. Identify elements such as the

characters, setting, problem, 1-2 events in the story, and resolution. When retelling non-fiction stories, you will state what you have learned instead. Emphasize the importance of telling what is important without telling every detail in the story (Miller, p. 163).

Allow students to do book reviews about their favorite books to encourage a love of, and excitement for, reading in your class. The book review format should include a synthesis of the story (Miller, p. 165).

Use fables to teach readers to "extend the literal synthesis (of the fable) to an inferential one (the moral or lesson)" (Miller, p. 166).

\*Note: The strategy definitions are a compilation of definitions from *In a Reading State of Mind* by Fisher, Frey and Lapp, *Guided Reading* by Fountas and Pinnell, and Cts Tovani's work.

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