Synthesizing Language Arts - Mini Lesson
3rd and 4th Grade

Strategy
Chapter 11 (p. 183-184)- Synthesizing: How reading changes Thinking

Objective
Keeping track of students reading and understanding of how applying new information to their original schema can form a new perspective and add to their original perspective and thinking.

Resources
Strategies That Work by Stephanie Harvey and Anne Goudvis (2007 Stenhouse publishers).
Amazing Sharks and Sea Creatures by Per Christiansen (2013 Sandy Creek).

Planned Outcome
Connecting previous knowledge to new knowledge and developing a different way of thinking or perspective from reading. Understanding how reading can influence the way we think and change our perspectives. Reflect on how new information impacts thinking.

Indiana Standards
3.RN.3.3 Distinguish one’s own perspective from that of the author of the text.
4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format)
4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

Time
30 minutes

Materials
Amazing Sharks and Sea Creatures book, document camera, markers, Venn diagram, and PowerPoint.

Procedure
1. Set up PowerPoint
   a. Explain the meaning of Synthesizing
   b. Demonstrate a visual image of what the word means (for visual learners)
   c. Demonstrate questions that will be prompted for students while reading before, during and after the text.
2. Demonstrate a venn diagram and read through the text with students.
a. Before reading, have students respond to the first circle in the venn diagram. Students should give their ideas of what they think about sharks before they start reading.
b. After reading through half of the book, have students stop, reflect, and write down on the other side of the venn diagram of what they are thinking while they are reading. Is their knowledge changing?
c. After reading through the section about sharks, have the students reflect on their thoughts from before and during reading the text and ask them to write down what they think about sharks now that they can reflect on their newly acquired knowledge from the text.

**Differentiation**
For visual learners while reading the book all together place the book on the overhead projector for the students to follow along with the teacher as the teacher reads the page out loud. The teacher can also hand out photocopies of the pages to the students to follow along and highlight while reading.

To scale this lesson up, suggest for students who are finished early with their venn diagram to create their own example with a new topic and have them fill in the venn diagram independently.

This lesson can be modified for all grade levels. To apply this lesson to lower elementary, use children’s books and conduct this lesson with whole class instruction. For upper elementary students provide students with an example of schema changing and let students work independently on a topic of their choice.

**Assessment**
For a summative assessment ask students to reflect on their thoughts from the reading and see if they understand how reading helps them build on their schema. Explain to students that reading helps us learn and think about things in different ways. Have a whole class discussion and ask students what they wrote in their venn diagrams and compare and contrast their before thinking to what their new schema and perception is on the topic.

**Learning Domain**
- Cognitive is addressed for students with a mentally challenging activity. Students will create new schema thus using analytical skills and taking on new perspectives.

**Multiple Intelligences**
- Spatial intelligence is applied when interpreting and organizing data in the venn diagram.
- Linguistic intelligence is seen through reading, writing, and applying research skills to form new ideas for discussion.
*Amazing Sharks and Sea Creatures* by Per Christiansen