

The Lesson in Real Time

Strategy: Summarize and Synthesize

Lesson: Synthesizing Our Thinking in Fiction, Grade 2, Apryl Whitman, Teacher
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Videos of lessons shown in the Reading Comprehension modules have been edited so that they can be viewed in short segments. As it is helpful to know how time is used in a complete lesson, the approximate actual times spent in each segment are given below. This does not imply there is a specific amount of time that should occur for any part of a comprehension lesson, as time of course will vary depending on the lesson focus, familiarity of the students with the strategy(ies) being taught/applied, complexity of the texts, etc.

Lesson Segment ~ Real Time	Teacher and Student Actions (T = teacher, S=students)
Connect and Engage (8 minutes)	T. introduces the picture book, <i>Butterfly House</i> , linking it to the current science unit. S. turn and talk about what they think they would put in a house for a caterpillar developing into a butterfly. T. listens and supports, and shares out some of S.'s ideas. T. explains that the story is fiction, but will teach them some information, and also that their thinking will change as they read. She refers back to the synthesizing S. have done with fables already, and shows the similar graphic organizer they will use today.
Modeling (11 minutes)	T. reads section of the book, models her initial thinking, and shows how she records it in the first layer of the organizer. She notes that the chart is organized with icons of the butterfly stages, and "Just like the caterpillar changes, so is my thinking going to change." S. turn and talk about their thinking; T. confers. T. reads the next section of text, models how her thinking has changed, and records it. S. turn and talk and share out.
Guided Practice (25 minutes)	T. hands out clipboards with small graphic organizers to students. S. record what they are thinking from the last sections T. read. T. reads next section of text, models thinking, and while she records, has S. turn and talk and record their thoughts. They share some of the stronger responses. T. reads the next section of text and S. turn and talk and record their own thinking (no teacher modeling). T. confers and shares out. T. reads final section of the book, and S. turn and talk about what they think the big idea of the whole story is, and jot it down on the back of their paper. T. explains that they will write and draw about the big idea for independent practice. She offers the opportunity for S. who aren't sure what to write to stay on the rug; others go off to start writing and drawing.
Independent Practice (30 minutes)	S. write and draw what they think the whole story is about. T. meets first with the group of about 5 students still on the rug, then rotates around to confer with the rest of the children at tables.
Sharing and Closing (8 minutes)	S. and T. make a circle on the rug with their papers. T. calls on a student to share and then S.'s use a sharing protocol of asking for "questions, comments, or connections." S. respond and T. calls on another child and the process is repeated. T. asks S. about their learning from the story, eliciting both life lessons and information about raising a butterfly. She reviews how they synthesized their thinking as it changed throughout the story. They conclude with a "rocket" celebration.