

**Literacy and Numeracy Secretariat  
Professional Learning Series**

**Teacher Resources**

**Comprehending in Action:  
Synthesizing**

**Module 4**

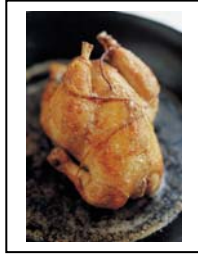
# Comprehending in Action: Synthesizing Module 4

## Teacher Resources

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Teacher Resource 1  
What Is Synthesizing?



This is **chicken**.



Here are **soft tortilla shells**.



This is **grated cheese**.



Here is **lettuce**.



These are **chili peppers**.



This is **salsa**.



Here are **potatoes**.



These are **vegetables**.

Teacher Resource 1 – continued  
What Is Synthesizing?



Here are **spices**.



This will make a **soft samosa shell**.



This is **seaweed skin**.



There is **rice** in this bowl.



Here is **seasoned vinegar**.



Here are **cucumbers**.

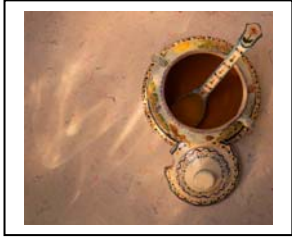


Here are **carrots**.



This is a **beef** steak.

Teacher Resource 1 – continued  
What Is Synthesizing?



This tureen has **beef broth**.



Here is the **salt and pepper**.



She is making **pizza dough**.



These are **tomatoes**.



This is **mozzarella cheese**.



These are **mushrooms**.



This is **bread**.



Here are some **peppers**.

## Teacher Resource 2

### Expectations Leading to Synthesizing

#### Overall Expectations:

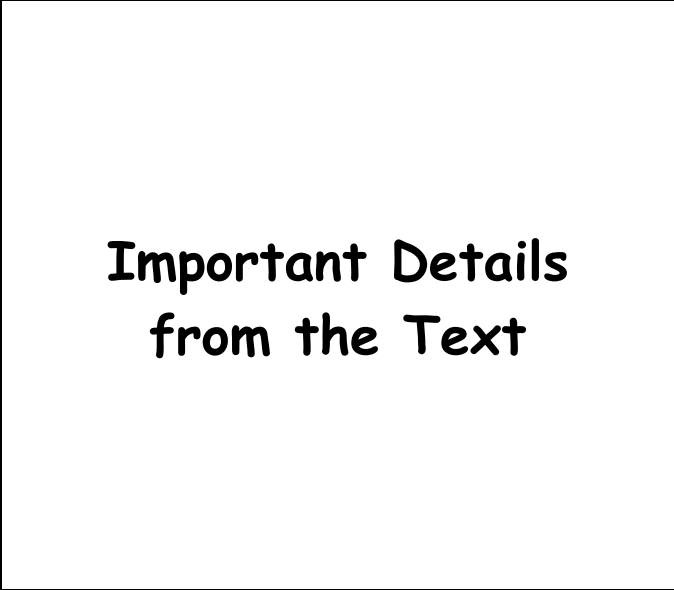
- 1.0 Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 1.0 Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
- 1.0 Generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 1.0 Demonstrate an understanding of a variety of media texts.

Grade	Oral	Reading	Writing	Media
Kindergarten	<p><b>2.0</b> Listen and respond to others for a variety of purposes</p> <p><b>4.0</b> Use language in various contexts to connect new experiences with what they know</p> <p><b>5.0</b> Use language to talk about their thinking, to reflect and to solve problems</p> <p><b>10.0</b> Orally retell simple events and simple familiar stories in proper sequence</p>	<p><b>18</b> Retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props</p> <p><b>19</b> Retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts</p>	<p><b>27</b> Experiment with a variety of simple writing forms for different purposes and in a variety of contexts</p>	<p><b>30</b> Communicate their ideas verbally and non-verbally about a variety of media materials</p>
Grade One	<p><b>1.1</b> Identify purposes for listening in a few different situations, formal and informal</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations</p> <p><b>1.3</b> Identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., <i>retell the important information presented in a class discussion or a think-pair-share activity</i>)</p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea</p>	<p><b>1.2</b> Identify a few different purposes for reading and choose reading materials appropriate for those purposes</p> <p><b>1.3</b> Identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g. <i>identify important ideas in a text</i>)</p> <p><b>1.4</b> Demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g. <i>retell a story or restate facts including the main idea and important events</i>)</p>	<p><b>1.4</b> Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p><b>1.5</b> Identify and order main ideas and support details, initially with support and direction, using simple graphic organizers</p> <p><b>1.6</b> Determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose</p>	<p><b>1.1</b> Identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers)</p>

<p>Grade Two</p>	<p><b>1.1</b> Identify purposes for listening in a variety of situations, formal and informal, and set goals for listening initially with support and direction</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations</p> <p><b>1.3</b> Identify several listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g. listen for key words and phrases that signal important ideas</i>)</p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information including the main idea and several interesting details</p>	<p><b>1.2</b> Identify several purposes for reading and choose reading materials appropriate for those purposes</p> <p><b>1.3</b> Identify several reading comprehension strategies and use them before, during, and after reading to understand texts (<i>e.g., identify important ideas to remember</i>)</p> <p><b>1.4</b> Demonstrate understanding of a text by retelling the story or restating information from the text with the inclusion of a few interesting details (<i>e.g. restate the important ideas from a short informational text</i>)</p>	<p><b>1.4</b> Sort ideas and information for their writing in a variety of ways, with support and direction</p> <p><b>1.5</b> Identify and order main ideas and supporting details, using graphic organizers</p> <p><b>1.6</b> Determine whether the ideas and information they have gathered are suitable for the purpose and gather new material if necessary</p>	<p><b>1.1</b> Identify the purpose and intended audience of some simple media texts (e.g., this television commercial is designed to sell breakfast cereal to parents or soft drinks to children or teens; this picture book of nature stories is aimed at children who are interested in animals)</p>
<p>Grade Three</p>	<p><b>1.1</b> Identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups</p> <p><b>1.3</b> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g., list the important ideas in a poem or story read in class</i>)</p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details</p>	<p><b>1.2</b> Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand text</p> <p><b>1.4</b> Demonstrate understanding of a variety of texts by identifying important ideas and some supporting details (<i>e.g. restate important ideas and some related details from an informational text about early settlers</i>)</p>	<p><b>1.4</b> Sort ideas and information for their writing in a variety of ways</p> <p><b>1.5</b> Identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers and organizational patterns</p> <p><b>1.6</b> Determine whether the ideas and information they have gathered are relevant and adequate for the purpose and gather new material if necessary</p>	<p><b>1.1</b> Identify the purpose and intended audience of some media texts (e.g., this magazine is aimed at children/teens/adults; these boxes for DVDs/videos are aimed at the parents of very young children)</p>

Grade Four	<p><b>1.1</b> Identify purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks ( <i>e.g., to summarize the theme of a small-group drama presentation; to record important details about an upcoming event announced on the radio; to clarify suggestions for improvements in a peer writing conference</i>)</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including working in groups (<i>e.g. summarize information and ideas from a small-group meeting</i>)</p> <p><b>1.3</b> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts (<i>e.g. make notes to summarize what has been heard</i>)</p> <p><b>1.4</b> demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details</p>	<p><b>1.2</b> Identify a purpose for reading and choose reading materials appropriately for those purposes</p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during and after reading to understand text (<i>e.g. synthesize ideas during reading to generate a new understanding of a text</i>)</p> <p><b>1.4</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (<i>e.g., make an outline of a section from a textbook in another subject to prepare for a test</i>)</p>	<p><b>1.4</b> Sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists)</p> <p><b>1.5</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary using a variety of graphic organizers and organizational patterns</p> <p><b>1.6</b> Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary</p>	<p><b>1.1</b> Identify the purpose and audience for a variety of media texts (e.g., this print advertisement is designed to interest children in taking karate lessons; this website is designed to provide information to fans about a favourite singer; this CD cover is designed to attract classical music fans/pop fans/rap fans)</p>
Grade Five	<p><b>1.1</b> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups</p> <p><b>1.3</b> Identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning</p>	<p><b>1.2</b> Identify a variety of purposes for reading and choose reading materials appropriate for those purposes</p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts</p> <p><b>1.4</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details</p>	<p><b>1.4</b> Sort and classify ideas and information for their writing in a variety of ways</p> <p><b>1.5</b> Identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns</p> <p><b>1.6</b> Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary</p>	<p><b>1.1</b> Identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls, this CD-ROM contains information for people interested in sharks)</p>

	<p>of oral texts (<i>e.g., summarize and synthesize ideas to deepen understanding of an oral text</i>)</p> <p><b>1.4</b> Demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details</p>			
Grade Six	<p><b>1.1</b> Identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks</p> <p><b>1.2</b> Demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (<i>e.g., summarize or paraphrase information and ideas to focus or clarify understanding</i>)</p> <p><b>1.3</b> Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts (<i>e.g., use note-taking strategies to record important ideas</i>)</p> <p><b>1.4</b> Demonstrate understanding of the information and ideas in increasingly complex oral tests in a variety of ways</p>	<p><b>1.2</b> Identify a variety of purposes for reading and choose reading materials appropriately</p> <p><b>1.3</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts</p> <p><b>1.4</b> Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (<i>e.g., main theme and important details in short stories, poems, plays, and legends</i>)</p>	<p><b>1.4</b> Sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between them</p> <p><b>1.5</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies</p> <p><b>1.6</b> Determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose and do more research if necessary.</p>	<p><b>1.1</b> Explain how a variety of media texts address their intended purpose and audience (<i>e.g., T-shirts intended for supporters of particular institutions, groups, or causes are decorated with related images, logos, colours, and slogans ...</i>)</p>



**Important Details  
from the Text**



**My  
Thoughts  
and  
Experiences**



**Big Ideas  
New Thinking**

Teacher Resource 4  
Summarizing or Synthesizing?

<b>Summarizing</b>	<b>Synthesizing</b>
<b>Summarizing</b>	<b>Synthesizing</b>
<b>Summarizing</b>	<b>Synthesizing</b>
<b>Summarizing</b>	<b>Synthesizing</b>

## Teacher Resource 5

### Demonstration Lesson: Using Drama to Teach Synthesizing

#### Lesson Focus

*What is the focus of the lesson? What will happen?*

In the first part of a two-part whole group lesson, students will engage in a read aloud of the book, *The Snow Leopard* by Jackie Morris. They will then use the drama techniques of tableau and corridor of voices to explore the comprehension strategy known as synthesizing. In the second part of the two-part whole group lesson, the teacher and students will co-construct a graphic organizer for synthesizing that will be utilized in future shared, guided, and independent reading experiences.

#### Rationale

*Why am I teaching this lesson?*

Students have previously worked on making connections, inferring, and determining importance. The students are ready to move onto putting together their background knowledge and experiences with important details from the text into order to arrive at new thinking in the form of big ideas or “a-ha! moments”.

#### Curriculum Expectations

**The following expectations could be addressed using this lesson. Teachers are encouraged to focus their instruction on the expectations that meet the needs of their particular group of students at a particular point in time.**

By the end of Grade 6, students will:

#### Oral Communication:

- **Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes**
- **Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**

#### *Listening to Understand*

- identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (*e.g., summarize or paraphrase information and ideas to focus or clarify understanding*)
- identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex oral texts (*e.g., use note-taking strategies to record important ideas*)

### *Speaking to Communicate*

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

### **Reading:**

- **Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning**

### *Reading for Meaning*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (*e.g., main theme and important details in short stories*)
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights to other familiar texts and to the world around them

### **Assessment**

*What assessment strategies and/or tools will you use? List them here.*

- Observation – gathering of anecdotal notes

### **Prior Knowledge**

*List the prior knowledge and/or skills students will need to participate in this lesson.*

- Experience working in small-group situations
- Knowledge and experience using tableau to represent ideas

### **Differentiated Instruction**

*List specific strategies you will use to accommodate or modify to meet the needs of your students.*

- Provide a copy of the text for student to read along
- Careful choice of groupings
- Use of tableau and corridor of voices to support a range of learning styles

### **Modelled/Shared Lesson**

*Describe what you will do to gradually release responsibility to your students in this lesson.*

### **Whole Group Lesson One:**

#### **Materials/Preparation for Teaching**

- *The Snow Leopard* by Jackie Morris – copies for each tableau group
- tape player and soft “snowlike” music
- 3 sheets of chart paper – Ideas Before Reading, Ideas During Reading, Ideas After Reading
- strips of chart paper/sentence strips
- coloured markers

## Interactive Read Aloud

1. Have music playing. Show the wrap-around cover of the book, *The Snow Leopard*. Give students a few minutes to look at the cover and process the details. Ask students to think-pair-share or turn to an elbow partner. *What do you see? What are you thinking? Compare and contrast the two sides of the wrap-around cover.*
2. Ask, *What predictions are you making?* Record the students' ideas on the chart paper entitled **Ideas Before Reading**. Provide a label for each of the comprehending strategies that students are using as they discuss the cover.
3. Read aloud the "prologue" on the inside cover. Discuss the characteristics of a myth and the features to expect in the rest of the book.
4. Expressively read aloud the text to "Her teaching finished. Her time changed too." Have the students turn and talk about the questions, *How do you think this story will conclude? Where will the author take us in the next few pages? How did you come to that conclusion?*
5. Record some of the ideas on chart paper entitled, **Ideas During Reading**, and summarize the discussion by pointing out how the students picked out some of the important story details.

## Using Tableau


6. Explain to the students that they will continue to explore what might be the important details of the story using the drama technique known as tableau. Review and define the characteristics of tableau (students use their bodies to create **frozen pictures** that capture a key moment in a story in **stillness** and **silence**, students are encouraged to consider different **levels** (high, medium, low), **body shapes** (open, closed), **physical distances**, **emotions** (body language and facial expression). Have students divide into groups by numbering off from 1 – 7. Each group will find a place to work in the room.
7. Give each group one copy of the text with one of the following pages marked with a sticky note: pg. 2, pg. 6, pg.8, pg. 10, pg. 13, pg. 16, pg. 18

Each group should use the important information from the text and illustrations to create their tableau.

8. Have each group present their tableau in the order of the events from the story. After all the presentations, ask, *How did you decide what part to present? How might we communicate this information?*
9. Model how to create a succinct caption for the last tableau presented. Write this caption on a strip of chart paper and place it on the board as an example for the groups.

10. Send students back to their groups to create a caption for their tableau. This caption should be written on a chart paper sentence strip. Have each group choose one student who will say the caption and succinctly describe how this caption fits the tableau.
11. Have each group perform their tableau again along with the caption.
12. Reconvene the whole class in a circle. Add the sentence strips to the black board to highlight the important story details. Ask, *How did you know what story information to put in your caption?* Have elbow partners discuss the question (These details moved the story along and lead to the climax or problem).

### Using Corridor of Voices

13. Introduce the problem of the story by asking, *Will the young girl accept the new role? What do you think?*
14. Ask students to take on the role they played in the original tableau and to answer the question, *Will the young girl accept the new role?* Possible characters will include the mountain, the fire, the child, snow leopard, soldiers, lark, fox, snowfinch, red start, rabbit and the villagers (This will help the students make a personal link to the story.)
15. After listening to the viewpoints expressed by all the different characters from the story, ask the students to assume any role they wish as they give advice to the young girl who will be played by the teacher.
16. Using the drama strategy known as “corridor of voices”, have the students line up in two rows on either side of the teacher. Assume the role of the child and move down the corridor as the students give you advice about whether you should accept the role or not. Move slowly down the corridor and then back to the start stopping in front of particular students who will be asked to repeat their advice (for taping purposes). At the end, say, *Thank you for all of your advice. I now know what I need to do.*
17. Ask the students to close up the corridor to make a circle. Read the rest of the story ending with “And began her new song”. Say to the students, *As children of the world, what song do you hear?* or *What are you thinking about now that the story has drawn to a close? Turn and talk with your elbow partner.* Record some of the big ideas expressed by the students on the blackboard on the third piece of chart paper entitled, **Ideas After Reading.**
18. Draw the symbol  around the big ideas generated by the students to indicate they represent “a-ha! moments”. Ask the students to look at the ideas inside the shape and asks, *What makes all these responses similar? Turn and Talk* (they represent big ideas or key life issues). Record the label, Big Ideas / New Thinking on the chart paper. Ask, *How did you come up with this new thinking and these big ideas?*

19. Explain, *Through our drama activities, we were able to pick out the important details from the text*, (point to the title strips and write the label, Important Details from the Text. Draw a rectangle around these words) *and we were able to record our thoughts and experiences in relation to these story details* (point to the before, and during charts. Draw a circle around the title to highlight, Background Knowledge and Experiences).
20. Leave the students with the question, *How do you think the important story details and your own thoughts and experiences helped you to come up with these new, big ideas?*

## **Whole Group Lesson Two:**

### **Materials/Preparation for Teaching**

- *The Snow Leopard* by Jackie Morris
- tape player and soft “snowlike” music
- ½ sheet of chart paper per tableau group
- coloured markers
- shapes from Teacher Resource 3
- glue sticks per tableau group
- tape

### **The Process of Synthesis**

21. Ask the students to turn and talk to an elbow partner about what they remember from the previous lesson.
22. Provide a synopsis of the book, *The Snow Leopard*. Review the information and the shapes found on the three charts.
23. Explain, *I am going to give you the three shapes (starburst, circle and rectangle) and a piece of chart paper. I want you to graphically represent how you came up with your new thinking and big ideas at the end of the previous lesson. I want you to show how background knowledge and experience, important details from the text and big ideas/new thinking fit together.*
24. Have students work in small groups to create their own graphic representations of their thinking.
25. Have students put their graphic representations up around the classroom and then have the students take a gallery walk or walk about to look at the different ways of representing their thinking. Ask the students, *What similarities do you notice?*
26. Discuss as a group the process of synthesizing as demonstrated in the graphic representations. Summarize the lessons by explaining, *What you have graphically represented is the comprehension strategy known as synthesizing. You have shown how you combined the important information and details from the text (point to the tableau titles) and your own ideas and background experiences to form a new and different big idea. This process is what is known as synthesizing.* Put the definition of synthesizing on the board to summarize the lesson.

**Sharing/Reflection**

*How will you provide your students with an opportunity to think about their learning?*

Ask the students to record on a sticky note their answer to the question, *How might the process of synthesizing help you as a reader?* These sticky note “tickets out the door” or “exit slips” will provide the teacher with diagnostic information about the students’ current understanding of the process of synthesizing.

Teacher Resource 5 – continued  
Demonstration Lesson: Using Drama to Teach Synthesizing

Anecdotal Records

Unit: \_\_\_\_\_ Date: \_\_\_\_\_

**By the end of Grade 6, students will:**

**Oral Communication:**

- **Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes**
- **Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**

*Listening to Understand*

- identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (*e.g., summarize or paraphrase information and ideas to focus or clarify understanding*)
- identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex oral texts (*e.g., use note-taking strategies to record important ideas*)

*Speaking to Communicate*

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

**Reading:**

- **Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning**

*Reading for Meaning*

- identify a variety of reading comprehension strategies and use them appropriately before, during , and after reading to understand increasingly complex texts
- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (*e.g., main theme and important details in short stories*)
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights to other familiar texts and to the world around them

**Target Knowledge, Skills and Attitudes**




Teacher Resource 5 – continued  
Demonstration Lesson: Using Drama to Teach Synthesizing

<b>Name of Student</b>			

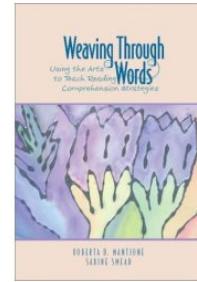
Teacher Resource 6  
Synthesizing Through Drama: Focus Questions

Focus Question:

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 <p><b>My Thoughts and Experiences</b></p>	 <p><b>Important Details from the Video</b></p>	 <p><b>Big Ideas/ New Thinking</b></p>

Teacher Resource 7  
A Look at ...



**Title:** *Weaving Through Words – Using the Arts to Teach Reading Comprehension Strategies*

Authors: Roberta D. Mantione and Sabine Smead  
Year: 2005

In *Weaving Through Words – Using the Arts to Teach Reading Comprehension Strategies*, literacy specialist, Roberta D. Mantione and classroom teacher, Sabine Smead, examine the use of multiple art forms to teach comprehension strategies to elementary students.

<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>• The use of the arts to teach comprehension strategies allows students to develop a deeper understanding of text, and to be more responsive and enthusiastic</li> <li>• The development of strategic thinking occurs when children act out a story, paint a picture of a character, or write a song</li> <li>• The arts provide a social expression that allows for discussion, argument, and negotiation</li> <li>• Student engagement is enhanced by arts activities</li> <li>• The arts shape cognition and affect comprehension</li> <li>• There is a critical connection between visual and kinaesthetic learning to thinking</li> <li>• The arts allow a wider range of student success in reading comprehension</li> <li>• Assessment of the arts requires assessing both the process students use to comprehend text and the product of student thinking</li> </ul>	<p><b>Strategies/Information Described:</b></p> <ul style="list-style-type: none"> <li>• Integrates reading comprehension and arts education for the following strategies: developing sensory images, building and activating schema, questioning, determining importance, inferring, and synthesis</li> <li>• Approach has teachers introducing a reading strategy to the whole group often encompassing more than one arts lesson</li> <li>• Approach worked equally well with small groups of struggling readers, gifted students and student-selected interest groups</li> <li>• Encourages the weaving together of the intellectual, emotional, and multi-sensory components of thinking</li> <li>• Art strategies used in the featured lessons include: block building, collage, dance, dramatic interview, dramatization, drawing, painting, mask making poetry, process drama, sculpture, song writing, tableau, and artist study</li> </ul>
<p><b>Quotations to Ponder:</b></p> <ul style="list-style-type: none"> <li>• “As students gain meaning through multiple sign systems, they bring together various strands of understanding to develop complex meaning from text.” p. 8</li> <li>• According to David Perkins (1994), “It is not so often the case that we can learn in the presence of compelling objects that engage our senses, allow for many kinds of cognition, connect to many facets of life, sustain our attention, and so on. Art is an opportunity. Let us not miss it.” p. 111</li> <li>• “The arts give students the images and metaphors from which new ideas arise.” p. 113</li> <li>• “Children readily use their bodies, minds, and emotions to fuse their thoughts about the meaning of text.” p. 128</li> <li>• “Weaving the arts through the teaching of reading comprehension strategies created a dynamic, compelling curriculum that invited our students into a lifelong relationship with reading” p. 154</li> </ul>	<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Organizes information into chapters according to reading comprehension strategy</li> <li>• Defines each comprehension strategy and then provides an in-depth look at the teaching of the strategy through the arts</li> <li>• Lesson plans are included at the end of each chapter to support teaching</li> <li>• Case studies feature students with specialized learning needs</li> <li>• Provides instructions for a variety of art projects (clay pots, mask making, water-colour painting, quilts, and shadow puppets) and drama techniques (process drama, tableau, and dramatic interview)</li> <li>• Includes examples of assessment tools for the arts and reading comprehension</li> <li>• Summarizes each chapter with reflections and final thought-provoking ideas</li> <li>• Includes a matrix of art projects, a list of art/literacy resources, and assessment blackline masters</li> </ul>

Teacher Resource 8a  
Anticipation Guide

<b>Before Reading and Viewing</b>	<b>Statements</b>	<b>After Reading and Viewing</b>
Agree    Disagree	Effective instruction begins with a timetable that includes modelled, shared, guided, and independent learning time.	Agree    Disagree
Agree    Disagree	When students feel that they have enough time to explore a topic, they are able to develop a sense of independence and self-direction.	Agree    Disagree
Agree    Disagree	40 minutes of time allows teachers to optimize instruction in literacy.	Agree    Disagree
Agree    Disagree	Announcements should occur just before recess or before noon so that prime early morning time for student learning is maximized.	Agree    Disagree
Agree    Disagree	The transition between shorter periods of study gives students a much needed break and time to refocus.	Agree    Disagree
Agree    Disagree	In every literacy learning block, modelled, shared, guided, and independent instruction must be utilized.	Agree    Disagree
Agree    Disagree	Cross curricular integration allows the teacher to teach the required curriculum in a timely and meaningful fashion.	Agree    Disagree

Teacher Resource 8b  
Anticipation Guide – Answer Key

Before Reading and Viewing	Statements	After Reading and Viewing
Agree    Disagree	<p>Effective instruction begins with a timetable that includes modelled, shared, guided, and independent learning time.</p> <p>Disagree: “Effective instruction begins with careful planning as well as an understanding of what learners need.”</p>	Agree <b>Disagree</b>
Agree    Disagree	When students feel that they have enough time to explore a topic, they are able to develop a sense of independence and self-direction.	<b>Agree</b> Disagree
Agree    Disagree	<p>40 minutes of time allows teachers to optimize instruction in literacy.</p> <p>Disagree: “Usually 100-120 minutes in length for literacy and 60-75 minutes for numeracy learning blocks allow teachers to optimize instruction.”</p>	Agree <b>Disagree</b>
Agree    Disagree	Announcements should occur just before recess or before noon so that prime early morning time for student learning is maximized.	<b>Agree</b> Disagree
Agree    Disagree	<p>The transition between shorter periods of study gives students a much needed break and time to refocus.</p> <p>Disagree Learning blocks provide teachers with such opportunities as spending less time transitioning from subject to subject.</p>	Agree <b>Disagree</b>
Agree    Disagree	<p>In every literacy learning block, modelled, shared, guided, and independent instruction must be utilized.</p> <p>Disagree “The amount of time spent on the elements of a learning block will be determined through responsive curriculum programming based on assessment of student achievement over time.”</p>	Agree <b>Disagree</b>
Agree    Disagree	Cross curricular integration allows the teacher to teach the required curriculum in a timely and meaningful fashion.	<b>Agree</b> Disagree

Teacher Resource 9  
Literacy Learning Blocks – Graphic Organizer

<b>Organization of the Literacy Learning Block</b>	<b>Differentiating Instruction in the Literacy Learning Block</b>

## Teacher Resource 10

What Works? Research into Practice -  
Secretariat Special Edition #1 – Learning Blocks for Literacy and Numeracy



Person One – page 1	Person Two – page 3
Person Three – page 4	Person Four – page 5



## Teacher Resource 11b

### Facilitator's Notes: Components of a Sample Shared Reading Lesson

Shared Reading Text: \_\_\_\_\_

<b>Lesson Purpose</b> Explicitly state lesson focus	
<b>Introduce Text</b> Provide summary of the text Make connections to self and to previous learning	
<b>Read a chunk of the text</b> Students read on own as teacher reads aloud	
<b>Teacher models strategy</b>	
<b>Read another chunk of the text</b> Chorally, small groups, with a partner	
<b>Students and teacher apply strategy together</b> Teacher records student thinking	
<b>Read another chunk of the text</b> Chorally, small groups, with a partner	
<b>Students apply strategy with a partner</b> Teacher records student thinking	
<b>Share and reflect on strategy use</b>	
<b>Summarize learning and review strategy</b> Set expectations for the independent use of strategy	

## Teacher Resource 12

### Demonstration Lesson: Shared Reading

#### Lesson Focus

*What is the focus of the lesson? What will happen?*

In this shared reading lesson, SMART Board technology will be utilized to model the thinking behind the process of synthesizing and to model the recording of this thinking on a graphic organizer. The text will be the song, “Child of the Universe”, written by Canadian songwriter, Craig Cassils. © 1988 Somerset Press (a div. of Hope Publishing Co., Carol Stream, IL 60188). All rights reserved. Used by Permission.

#### Rationale

*Why am I teaching this lesson?*

This lesson will enable the students to hear the thinking behind the process of synthesizing and to see how to use the co-constructed graphic organizer to support their ability to synthesize big ideas from a piece of text.

#### Curriculum Expectations

**The following expectations could be addressed using this lesson. Teachers are encouraged to focus their instruction on the expectations that meet the needs of their particular group of students at a particular point in time.**

By the end of Grade 6, students will:

#### Oral Communication:

- **Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes**
- **Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes**

#### *Listening to Understand*

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (*e.g., summarize or paraphrase information and ideas to focus or clarify understanding*)
- identify a variety of listening comprehension strategies and use them appropriately before, during and after listening in order to understand and clarify the meaning of increasingly complex oral texts (*e.g., use note-taking strategies to record important ideas*)

#### *Speaking to Communicate*

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

## Reading:

- **Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning**

### *Reading for Meaning*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g., main theme and important details in short stories)
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights to other familiar texts and to the world around them

## Assessment

*What assessment strategies and/or tools will you use? List them here.*

- Observation

## Prior Knowledge

*List the prior knowledge and/or skills students will need to participate in this lesson.*

- experience with shared reading
- experience with think-pair-share and partner work
- some understanding of the process of synthesizing

## Differentiated Instruction

*List specific strategies you will use to accommodate or modify to meet the needs of your students.*

- partner students
- provide a copy of the graphic organizer for selected students to access during the lesson

## Modelled/Shared Lesson

*Describe what you will do to gradually release responsibility to your students in this lesson.*

## Materials/Preparation for Teaching

- overhead projector and screen, LCD, or SMART Board
- computer with Internet access
- song lyrics for “Child of the Universe”
- Teacher Resource 6
- *The Snow Leopard* by Jackie Morris
- sticky notes if using a chart paper copy of the song lyrics

1. Show the cover of the picture book, *The Snow Leopard* and remind students about the work they did the previous day on the comprehending process known as synthesizing. Ask the students to think-pair-share about what it means to synthesize information.
2. Draw students' attention to the double T chart graphic organizer that you will be using in the lesson. *Today I am going to be using the same three shapes that you used in your graphic*

*representations to record my thinking as I engage in the process of synthesizing information from the lyrics of a song.*

3. Provide some background knowledge about the song that will be used in the lesson and the writer, Craig Cassils. For more information about Craig Cassils, go to <http://craigcassils.ca/about.html>.
4. Outline the focus for the lesson by saying, *The focus of this lesson will be on seeing how our thoughts and background experiences work together with important from the text to help us come up with new big ideas or new thinking about a piece of text. These big ideas help us to understand text at a deeper, more meaningful level.*
5. Read the first verse of the song (up to the second, “where do I fit in”). Ask the students to read with you in their heads. Underline the phrases of significance. Use a think aloud strategy to show your use of comprehending strategies as you draw on your background knowledge and thinking.

Record your thinking on sticky notes or on the SMART Board in text boxes that can be moved over to the graphic organizer and placed in the correct places, *When I read the, “I’m only a grain of sand”, I start visualizing an endless beach with one shiny piece, of sand standing out from all the rest. I’m wondering if I am like that one tiny piece of sand, what might my contribution be?” The words, “where do I fit in?” take me back to my days high school when I would walk by the pit and wonder into which group of kids I really fit. This text-to-self-connection makes me remember some of the very strong feelings that I felt at that time*

6. Encourage the students to join you in the reading of the chorus. Point out that the important line for you is “*so climb your mountains high.*” Underline this phrase. Share your thinking with the students about why you think this is the most important line; *I’m thinking this is an important detail because the author is using another example from nature to obviously make a point.*
7. Use the think aloud strategy to share your thinking. Record your ideas on the text and then move them to the correct places on the graphic organizer. *I’m inferring from this line of text that the author wants me to take some risks and to try to do something really great like reaching the top of a very high mountain. I have a friend who actually does climb mountains and I know what a sense of accomplishment he feels when he makes it to the top.*
8. Draw the students’ attention to how having this background knowledge has influenced what you deemed as important in the text.
9. Read the last verse of the song. Encourage the students to read the text in their heads. Underline the phrase, “*what my purpose is*” and ask the students, *Why do you think I underlined this as important?* Use the think aloud strategy to share your own thinking, *This line of text stood out for me because it represents another one of those questions that runs through my mind. Why am I here? How can I make a difference in this world? It makes me think about why I came into teaching in the first place – to make a difference in the lives of kids.*
10. Model your thinking by underlining the words, “*dream*” and “*children*” in the last four lines of text. Explain how, *the repetition of these words make me think they are important to the author.* Share

your thinking around the use of these words, *In this section of the text, I'm finding myself visualizing my son sleeping in his bed. I often wonder what he is dreaming. Sometimes he sleeps so peacefully and I'm sure his dreams must be happy ones but other times he has nightmares, and he screams. Is this what the author wants me to think about dreams – they can be positive sometimes and downright scary at other times? I need to read on.*

11. Encourage the students to join with you in the reading of the final chorus. Have them turn and talk with a partner about what they now think is important to underline. Record the students' thinking on the text or sticky notes to be moved over to the graphic organizer.
12. Share your own thinking, *The lines, "you are the chosen one to try and touch the sky" seem really important me. I'm now thinking that the author is trying to get me to think positively about pursuing my dreams and not to limit myself by my fears.*
13. Comment to the students about how your thinking changed over the course of the reading of the text. Point out the notations that demonstrate the change in your thinking. Have the students turn and talk to a neighbour about *how their own thinking might have changed from the beginning to the end of the song?* Discuss why changes in thinking might have occurred (received more information, thought about different things from past – started to put together the pieces.
14. Review the definition of synthesizing from the previous day and highlight the part about the coming together of background knowledge with important details from the text to create a new big idea or new thinking.
15. Model for your students how to come up with a big idea by sharing your thinking, *This is the big idea that I am taking away from this song – "Go for it" – and if I was the writer of this song, I might have given it this title. I came up with this big idea because by the end of the song, I was feeling really positive about trying something new. I felt a sense of positive energy by the end of song.*
16. Ask the students to turn and talk to a neighbour about what title (big idea) they might give to the song. Ask them to share their big ideas with the group. Record their big ideas on the graphic organizer in the appropriate spot.

### **Sharing/Reflection**

*How will you provide your students with an opportunity to think about their learning?*

17. Explain to the students that you will continue to work on synthesizing and this particular graphic organizer in their guided reading groups. Encourage them to be aware of the big ideas that they are thinking about as they are reading independently.

## Teacher Resource 12

### Anecdotal Records

Unit: \_\_\_\_\_ Date: \_\_\_\_\_

#### Curriculum Expectations

**The following expectations could be addressed using this lesson. Teachers are encouraged to focus their instruction on the expectations that meet the needs of their particular group of students at a particular point in time.**

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#### Oral Communication:

- **Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes**
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#### *Listening to Understand*

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#### *Speaking to Communicate*

- demonstrate an increasingly sophisticated understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

#### Reading:

- **Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning**

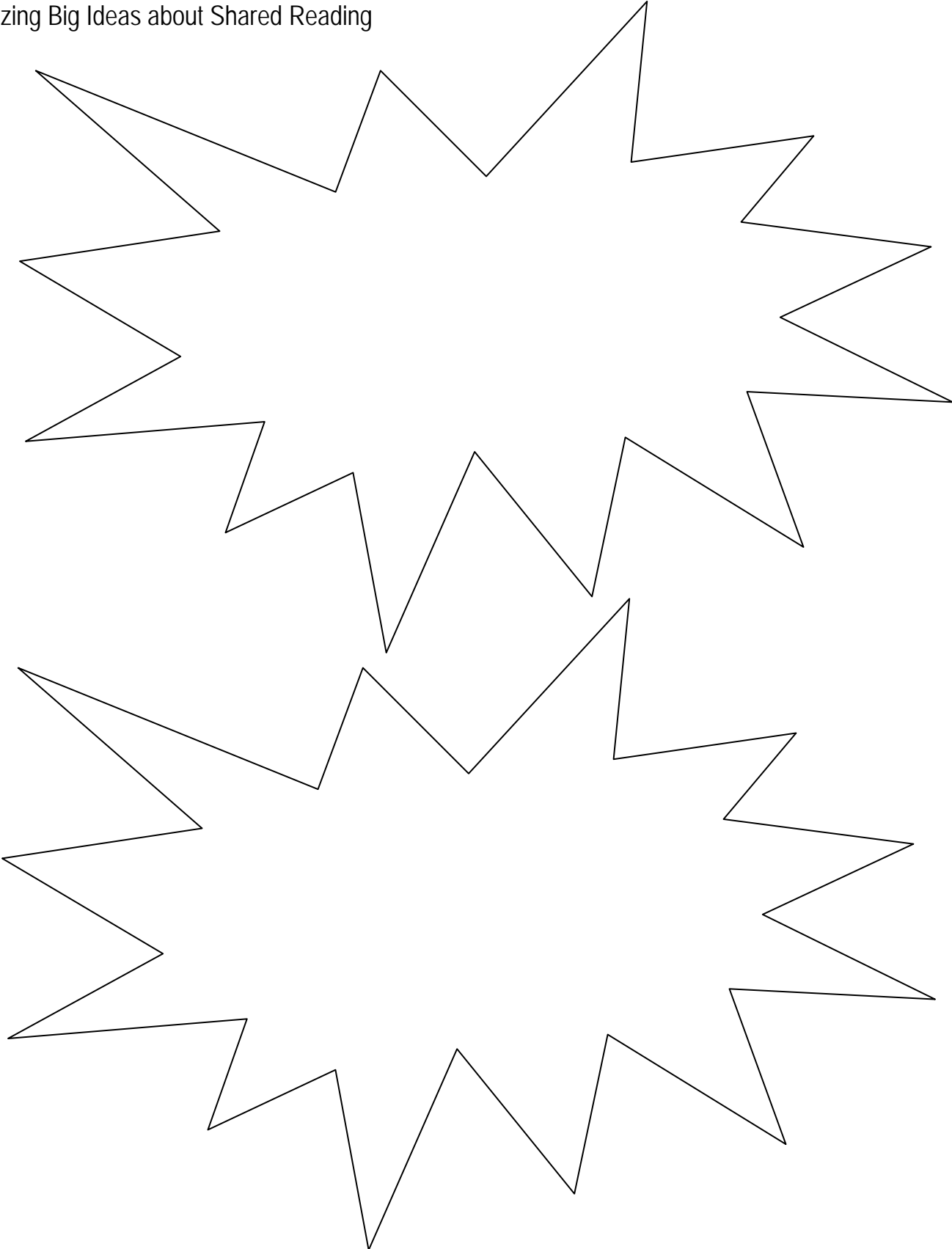
#### *Reading for Meaning*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (*e.g., main theme and important details in short stories*)
- extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights to other familiar texts and to the world around them

## Teacher Resource 12

Name of Student			

Teacher Resource 13  
Synthesizing Big Ideas about Shared Reading



Teacher Resource 14a  
Components of a Sample Guided Reading Lesson

<b>Element of the Lesson</b>	<b>Lesson for:</b>
<b>Text Choice / Teaching Point</b>	
<b>Book Introduction</b>	
<b>Focus for Reading</b>	
<b>Reading of the Text</b>	
<b>Discussion of Text</b>	
<b>New Teaching Point</b>	
<b>Follow up (Optional)</b>	

Teacher Resource 14b  
Sample Guided Reading Lesson One

<b>Element of the Lesson</b>	<b>Lesson for: <i>Zoos Back to Nature</i></b> - Reaching Readers © Pearson Canada
<b>Text Choice / Teaching Point</b>	Generating and “mining” background knowledge
<b>Book Introduction</b>	<p>Have students preview cover and discuss any background knowledge they have about zoos.</p> <p>Make predictions from the title and table of contents.</p> <p>Provide a brief summary of the text.</p> <p>Preview pages 13-19 looking for graphic features that help to summarize important text information. Create an anchor chart of <b>Graphic Features that Indicate Important Information</b> including titles, bolded text, photographs, captions, and sub titles.</p>
<b>Focus for Reading</b>	<p>Explain that the purpose of today’s lesson is to learn how to draw on your background knowledge to help you better understand the big ideas found in a piece of text.</p> <p>Have students find the bolded text on page 13. Discuss, <i>why might the author choose to bold these words?</i> Discuss the meaning of these words by drawing on the students’ background knowledge. Use questions to help the students make more specific connections to the text to deepen their understanding of the important ideas about how to design a better zoo habitat for animals.</p>
<b>Reading of the Text</b>	<p>Give students a number of sticky notes. Ask them to record the background knowledge and thinking they are doing as they use the graphic features from the anchor chart while reading pages 14-19.</p> <p>Teacher provides individual instruction and gathers assessment information.</p>
<b>Discussion of Text</b>	<p>Reconvene the group and ask each person to share one example of background knowledge he/she used in the reading of the text. Ask, <i>How does your connection help you to understand the big idea of creating more natural habitats for animals at the zoo?</i></p> <p>Show students where these sticky notes would go on the Synthesizing graphic organizer.</p>
<b>New Teaching Point</b>	<p>Remove the sticky notes from the graphic organizer and sort them into groups according to the source of the background knowledge. Ask the students, <i>Why do you think I sorted the sticky notes into these piles?</i> Ask the students to come up with a label for each pile: i.e., experiences of self and others, interests, hobbies, media texts, etc.</p> <p>Encourage the students to make connections from a variety of different aspects of their lives to deepen their understanding of text.</p>
<b>Follow up (Optional)</b>	Have them independently read the rest of the text using the sticky notes to mark places where personal connections help to deepen understanding of the big ideas in the text.

## Sample Guided Reading Lesson Two

<b>Element of the Lesson</b>	<b>Lesson for: <i>Recycling Plastic</i></b> © 2008 Scholastic Canada Ltd.. Part of <i>Moving Up with Literacy Place, 4 - 6</i>
<b>Text Choice / Teaching Point</b>	Synthesizing big ideas
<b>Book Introduction</b>	<p>Have students look at the cover and then table of contents to activate background knowledge.</p> <p>Record brainstorming on chart entitled, <b>Recycling</b>.</p> <p>Circle any ideas that might be big ideas found in the text.</p> <p>Preview the graphic features on double page spread as an introduction to the selection.</p>
<b>Focus for Reading</b>	<i>The purpose of today's lesson is to help you to learn how to more effectively combine the important details from the text with your background knowledge and experiences in order to synthesize or come up with big ideas or new thinking. Thinking about the big ideas in a text helps a reader to understand and enjoy text on a more personal and meaningful level.</i>
<b>Reading of the Text</b>	<p>Have the students complete the three columns of the graphic organizer on their own as they are reading through the text.</p> <p>Teacher provides individual instruction.</p>
<b>Discussion of Text</b>	<p>Have the students review their graphic organizers to answer the question, At what point in the text did you find yourself doing the most interesting thinking?</p> <p>Explain to the students that page 19 represents an example of a photo essay which is defined as a set or series of <a href="#">photographs</a> that are intended to tell a story or evoke a series of <a href="#">emotions</a> in the viewer. Photo essays usually contain a series of photos, descriptive captions under the photos, and a title that tries to help people see the big ideas at work in the photos.</p> <p>Have the students share the information they recorded on their graphic organizers for each of the photographs.</p> <p>Summarize their thinking on the large graphic organizer.</p>
<b>New Teaching Point</b>	<p>Discuss the emotions that are evident in their personal connections.</p> <p>Label these emotions on the graphic organizer.</p> <p>Discuss how their thinking and emotions changed by the last photograph.</p> <p>Use the original list of big ideas to come up with a better title for the double page spread that captures both the information and the changing emotions of the text (i.e. "It's a matter of choice").</p> <p>Encourage the students to pay attention to the emotions they are feeling as they are reading to help them identify the big ideas.</p>
<b>Follow up (Optional)</b>	Have them independently read the rest of the text. Choose one page to complete in a similar fashion coming up with a new and improved title for the photo essay that draws together the information and the feelings of the issue.

Teacher Resources 15  
Sample Guided Reading Lesson Three

**Text Choice:** Make Some New Friends...Build a Habitat pamphlet – © 2008 Scholastic Canada Ltd.. Part of Moving Up with Literacy Place 4 to 6.

**Teaching Point:** Differentiating between interesting and important information in text

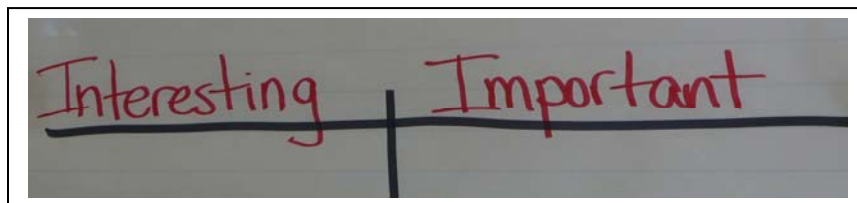
**Introducing the Text:** Ask the students to flip through and scan the pamphlet. Ask them to preview the cover of the pamphlet and read the title. Ask, *what role do titles play in a piece of writing? What are you thinking about as you read the title, Making Some New Friends...Build a Habitat?*



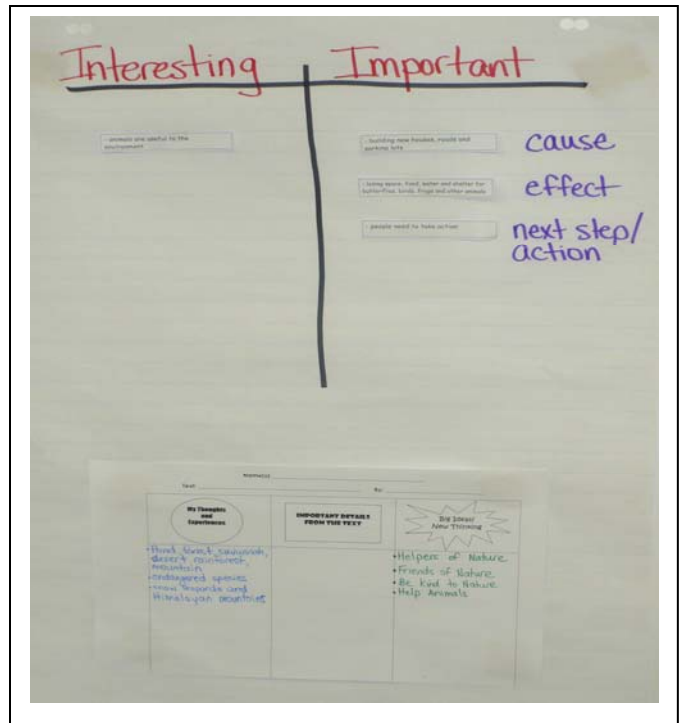
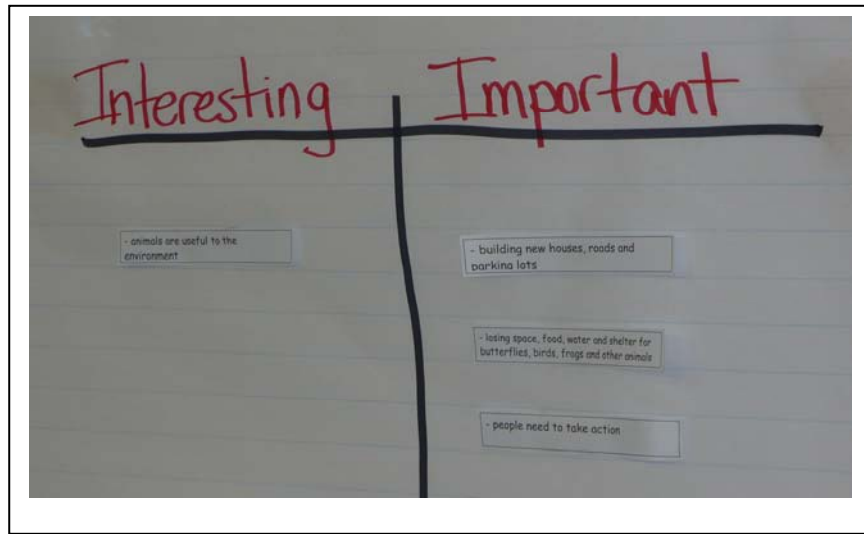
**Focus for Reading:**

Explain to the students that, *“The focus of today’s guided reading lesson will be on learning how to pick out what is important information in a text. Readers who can pick out important information can better understand the deeper meanings of a text because they don’t get bogged down by too many details. More specifically, in this lesson, you will be learning how to differentiate between information that is interesting to you and information that seems to be important to the author.”*

**Discussion of Text:**



**New Teaching Point:**



Conclude the lesson by discussing why an author might include both interesting and important details in a piece of text.

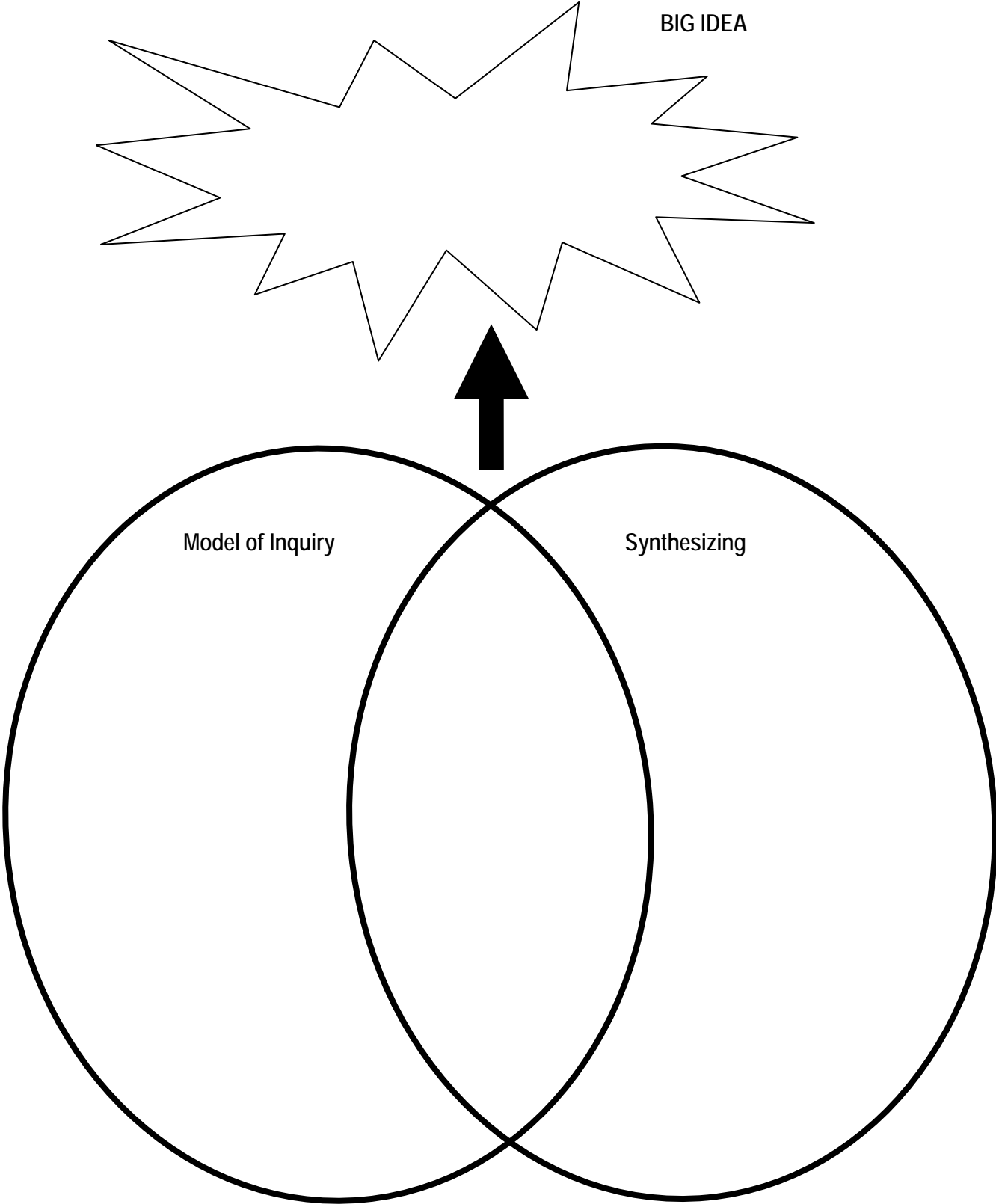
Teacher Resource 16  
Exploring Volume Five – Reading

Section Title: \_\_\_\_\_

Pages: \_\_\_\_\_

<b>“Interesting”</b> Information	<b>“Important”</b> Information
Big Ideas from this portion of the text ...	

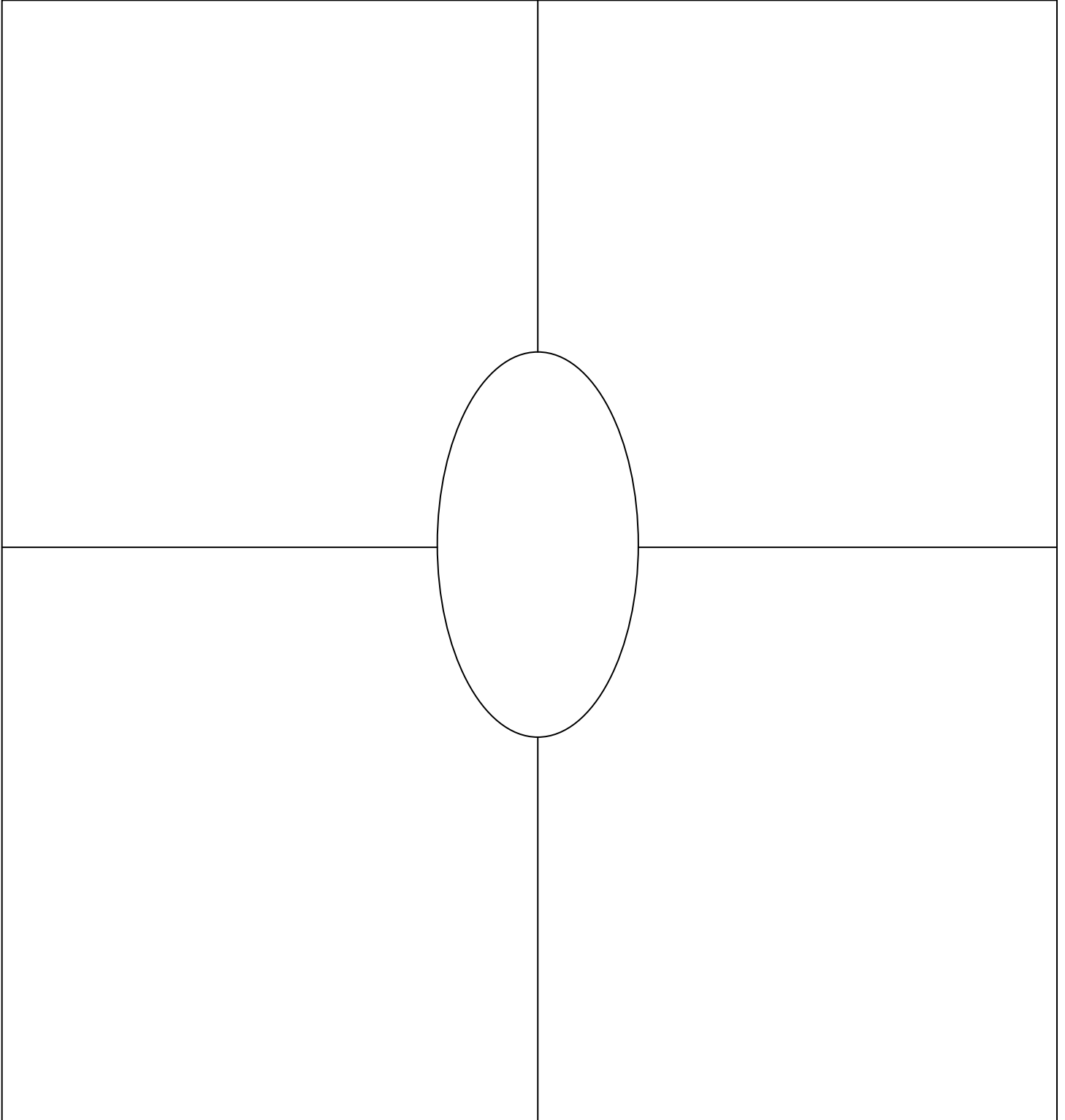
Teacher Resource 17  
Synthesizing and the Model of Inquiry



Teacher Resource 18

Placemat:

*What aspects of this photo essay demonstrate an understanding of the big idea of environmental stewardship?*



## Teacher Resource 19

### Demonstration Lesson Plan: Constructing Understanding of Effective Media

#### Lesson Focus

*What is the focus of the lesson? What will happen?*

Using co-operative learning strategies, students will have an opportunity to analyse a variety of photo essays to determine the criteria of an effective photo essay. Photo essays will be used as the culminating task for a unit on environmental issues. The students' ability to synthesize information will be demonstrated through their choice of layout, and their use of photographs, captions, and titling. As a class, students will reach consensus on the characteristics of an effective photo essay and will then co-create a rubric with the teacher for the photo essay they will create to convey the importance of protecting the environment.

#### Rationale

*Why am I teaching this lesson?*

It is essential that students understand the criteria that will be used to evaluate their culminating task. The co-creation of the rubric will help the students to fully understand what is expected in the culminating task, to set personal goals, and to have a clear plan of action.

#### Curriculum Expectations

**The following expectations could be addressed using this lesson. Teachers are encouraged to focus their instruction on the expectations that meet the needs of their particular group of students at a particular point in time.**

By the end of Grade 6, students will:

#### Reading:

- **Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning**
- **Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning**

#### *Reading for Meaning*

- identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts.
- demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details (e.g. main theme and important details in short stories, poems, plays, and legends)

#### *Understanding Form and Style*

- identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

## **Media Literacy:**

- Demonstrate an understanding of a variety of media texts

### *Understanding Media Text*

- evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

## **Assessment**

*What assessment strategies and/or tools will you use? List them here.*

- Effective Group Work Checklist

## **Prior Knowledge**

*List the prior knowledge and/or skills students will need to participate in this lesson.*

- analysing Media Studies Triangle
- co-operative group work
- experience deconstructing text
- knowledge of effective graphic features, conventions, and techniques (colour, composition, photos, graphics, etc...)

## **Differentiated Instruction**

*List specific strategies you will use to accommodate or modify to meet the needs of your students.*

- Place students into teacher-selected groups instead of allowing them to form own groups
- Conduct a small group-guided lesson on a certain pre-selected photo essay
- Pair up learning buddies

## **Modelled/Shared Lesson**

*Describe what you will do to gradually release responsibility to your students in this lesson.*

## **Materials/Preparation for Teaching**

- copy of venn diagram from Teacher Resource 17 on chart paper with the labels Reports and Photo
- Essays as opposed to Model of Inquiry and Synthesizing
- copies of *Recycling Plastic* © 2008 Scholastic Canada Ltd. Part of *Moving Up with Literacy Place*, 4 to 6
- four samples of effective photo essays – one to be digital in format
- Teacher Resource 22: Deconstructing Media Text – Some Questions to Consider
- large-scale rubric template for each level on chart paper
- four different coloured sticky notes

## **Before:**

1. Activate prior learning by connecting to some of the environmental themes students have been reading about in their non-fiction guided and independent reading.
2. Provide each table group with a copy of *Recycling*. Have them turn to pages 18–19.

3. Engage the students in think-pair-share to answer the questions, *What are the characteristics of an effective report? What role do photos play in report writing?*
4. Record the students' thinking about the characteristics of reports and photos in the two circles of the venn diagram. Discuss the intersection of the two circles and draw an arrow up to the big idea starburst. Generate the big idea about how information can be conveyed in a variety of ways. Remind students that a big idea represents a synthesis of thinking.
5. Explain that as a culminating task for a unit on The Environment, they will be presenting the big ideas about an environmental issue using a photo essay which is a form of report writing that uses graphic features like photos and captions to convey information.

**During:**

6. Introduce the concept of a "photo essay" through a Four Corners strategy. Post four different examples of a photo essay (one being digital on the computer) around the four corners of the classroom.
7. Describe the task:  
*When I say go, you are to mill about to music as you do a gallery walk to decide which photo essay is the most effective example of a report. When the music stops, stand in front of the photo essay that is your choice. Without talking, pick the photo essay you think is the most effective. Go.*
8. Play the music as students mill about and select the most effective photo essay. Once everyone has stopped moving, stop the music.
9. Describe the next task:  
*Form a circle in front of your photo essay. Using Round Robin, each student will have a turn to give one reason why he/she thinks this photo essay is more effective than the other ones. The person standing closest to the photo essay will go first and signal to the teacher when the discussion is finished. Begin your Round Robin now.*
10. As students discuss the photo essays, circulate and take note of effective group work skills and the characteristics of photo essays they are noticing.
11. Have the group reconvene as a large group. Review the definition of a photo essay. Using the Analysing Media Triangle and the mentor text level four photo essay, model how to deconstruct the text using the questions found in Teacher Resource 22: Deconstructing Media Text – Some Questions to Consider.
12. Have the students take a vote on the levels of the other examples of photo essays.
13. Assign one photo essay to each table group to deconstruct in a similar manner using sticky notes and chart paper. Use numbered heads to determine for which aspects of the photo essay each member of the group will be responsible.
14. Post the large-scale rubric frameworks on the board. Discuss any discrepancies that might exist between the descriptors across the levels.

**After:**

15. Explain to the students that the criteria they have generated will be typed up for them to use when they are creating their photo essays. Explain when and how they will get formative feedback along the way before handing in the final assignment.
16. Discuss the specific details of the assignment such as how the assignment can take a variety of forms including digital slide presentations.

**Extension:**

Ask students to respond to the following in their media logs:

*In small groups, you discussed why you like a particular type of photo essay. Using your own words, explain what accounts for the success of a good photo essay.*



*What knowledge and skills will your students need in order to complete a similar deconstruction of a different media text?*

KNOWLEDGE

SKILLS

What technical, human, or learning resources do you require?

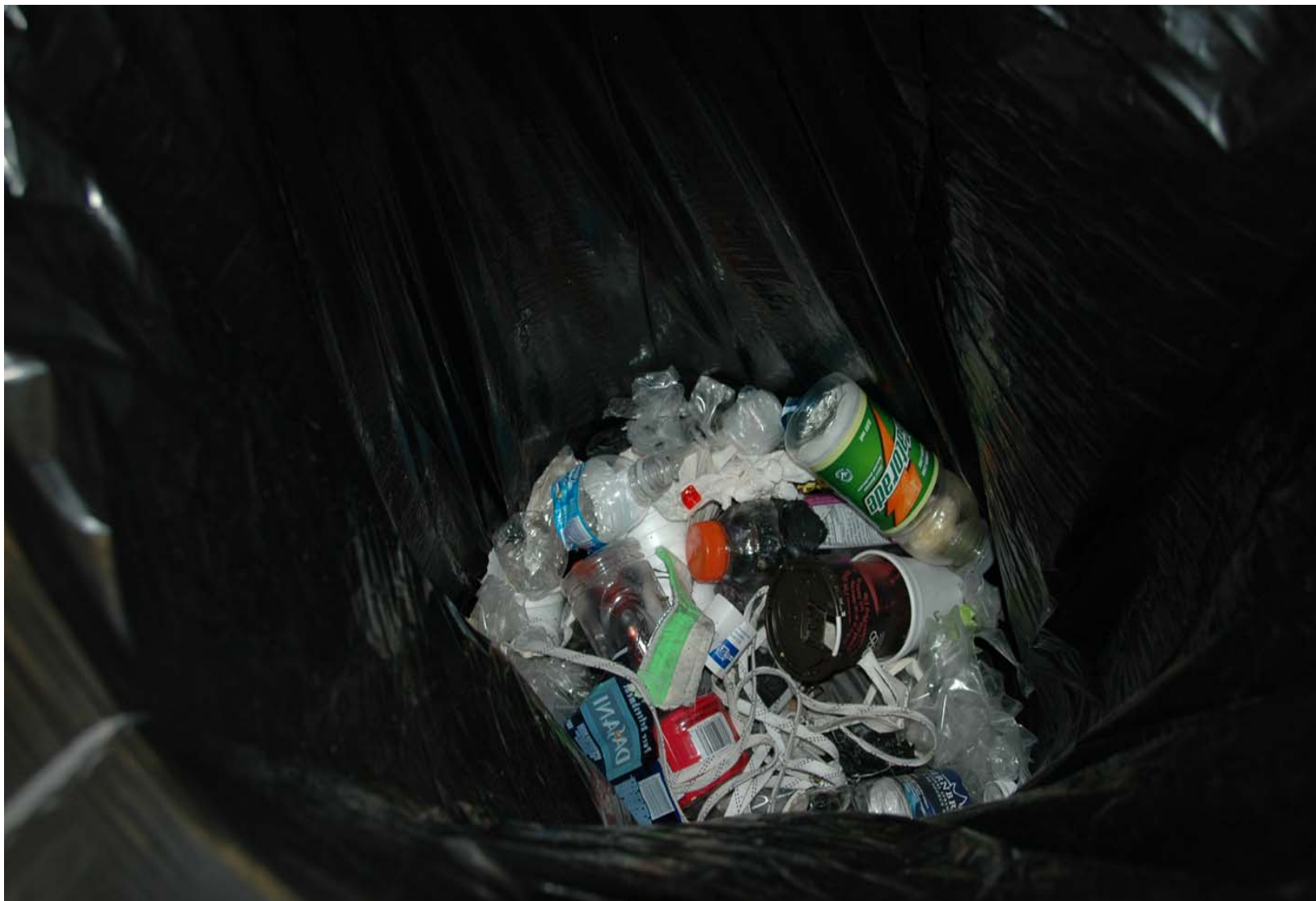
# The Environment



It's up to us.







Its up to us.

## Teacher Resource 22

### Deconstructing Media Text – Some Questions to Consider

#### **Knowledge and Understanding:**

1. How well are the characteristics of a photo essay demonstrated?
  - purpose is to convey information
  - series of photos represents a theme
  - title synthesizes important information into a big idea
  - captions with photos summarize key information
2. What level of understanding of the environmental issue is demonstrated?

#### **Thinking Skills:**

3. What do you notice about the research that went into this example?
4. What do you notice about how the slide layout conveys the theme or the synthesis of the big ideas?
5. What do you notice about the choice of the photos?
6. How well does the title synthesize important information into a big idea?
7. How well do the captions summarize key information and details?
8. From how many different perspectives or points of view is the information presented?
9. How does the overall layout and design make you reflect on the issue presented?

#### **Communication Skills:**

10. What do you notice about how the physical layout conveys the intended message?
11. What do you notice about the organization of the photos?
12. What do you notice about the use of type, colour, and size of font for the captions?
13. What do you notice about the language of the captions and title?
14. What do you notice about the spelling and punctuation?

#### **Application:**

15. What kind of connections are made between the environmental issues at school, home, and in world situations?

## Teacher Resource 23

### Photo Essay Rubric Template

\*This rubric is a work-in-progress - a representation of a teacher's work with her students. This task-specific rubric is written in student-friendly language.

Categories	Level 1	Level 2	Level 3	Level 4
<p><b>Knowledge and Understanding:</b>  <b>Knowledge of content</b></p> <ul style="list-style-type: none"> <li>• Photo essay serves intended purpose</li> <li>• Series of photos represents a theme</li> <li>• Title synthesizes the big idea/theme</li> <li>• Captions under photos match photos and summarize key information</li> </ul> <p><b>Understanding of content</b></p> <ul style="list-style-type: none"> <li>• Photo essay conveys appropriate message/information about an environmental concern</li> </ul>				<p>Demonstrates thorough knowledge of the purpose and format of effective photo essays</p> <p>All characteristics are evident</p> <p>Information presented demonstrates a thorough understanding of the chosen issue</p>
<p><b>Thinking:</b>  <b>Use of planning skills</b></p> <ul style="list-style-type: none"> <li>• Researching the issue</li> <li>• Organizing and designing layout</li> </ul> <p>-----</p> <p><b>Use of processing skills:</b></p> <ul style="list-style-type: none"> <li>• Analyzing and selecting photos to represent issues</li> <li>• Summarizing key information and details</li> </ul>				<p>Research focuses on critical aspects of the issue</p> <p>Slide layout enhances the theme/synthesis of big ideas</p> <p>Thought-provoking photos extend the big idea and stimulate discussion</p>

<ul style="list-style-type: none"> <li>• Synthesizing information into a big idea</li> </ul> <p>-----</p> <p><b>Use of critical/creative thinking processes:</b></p> <ul style="list-style-type: none"> <li>• Representing the issue from varying viewpoints or perspectives</li> </ul>				<p>Title synthesizes and extends the big ideas; captions consistently summarize important details</p> <p>Overall presentation represents issue from different points of view and challenges one to think differently about the issue</p>
<p><b>Communication: Expression and organization of ideas and information</b></p> <ul style="list-style-type: none"> <li>• Physical layout and organization of ideas</li> <li>• Use of titles, captions</li> </ul> <p>-----</p> <p><b>Use of conventions</b></p> <ul style="list-style-type: none"> <li>• Quality and composition of the photos (camera angle, types of shot, foreground, background)</li> <li>• Sentence structure; persuasive language</li> </ul>				<p>Physical layout enhances the intended message and captures the viewer's attention</p> <p>Effective use of a variety of type, colour and size of font for titles and captions to provide emphasis</p> <p>Effective and creative organization of photos and slides using a variety of compositions</p> <p>Language of captions and title is compelling</p> <p>Photos effectively utilize a range of interesting angles and types of shots; effective use of the difference between foreground and background to draw the viewer in</p> <p>Written text is succinct and expressive</p> <p>Uses vivid or figurative</p>

<ul style="list-style-type: none"> <li>Choice of vocabulary</li> <li>Punctuation; Spelling</li> </ul>				<p>language and innovative expressions to enhance interest and synthesize big ideas</p> <p>Consistent care and attention to spelling and punctuation</p>
<p><b>Application:</b> <b>Making connections within and between various contexts</b></p> <ul style="list-style-type: none"> <li>Connections between environmental issues at school, home and in the world</li> </ul>				<p>Makes unique connections between information, personal experience, and world situations; presentation compels audience to take action</p>
<p><b>Student- Generated Goals:</b></p>				

Teacher Resource 24  
Scavenger Hunt

**Teacher Resource 24 Scavenger Hunt:**  
*A Guide to Effective Literacy Instruction, Grades 4 to 6*  
*Volume Seven: Media Literacy*

Section	Question/Prompt	Response				
<p>Introduction: <i>Working Towards Equitable Outcomes for Diverse Students</i></p>	<p>Consider the first strategy listed for creating a learning environment that recognizes the diversity of your students.</p> <p><i>How do you plan to gain access to media texts that reflect students' interest, home-life experiences, and cultural backgrounds?</i></p>	<ul style="list-style-type: none"> <li>• Survey students to determine their media interests</li> <li>• Visit local movie stores for free posters</li> <li>• Ask students to bring in appropriate media texts</li> <li>• Access media texts for whole-group deconstruction online</li> </ul>				
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>What is Media Literacy?</i></p>	<p>Complete the following T-chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; width: 50%;">Media is...</td> <td style="text-align: center; width: 50%;">Media is not...</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>		Media is...	Media is not...		
Media is...	Media is not...					
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Conditions for Media Learning</i></p>	<p>Identify the conditions for media learning that parallel what your students already have in place in your literacy program.</p>					
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Content of Media Literacy Instruction</i></p>	<p>What are the two frameworks used in media literacy teaching and learning?</p>					

<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Media Literacy Skills</i></p>	<p>How do the skills of media analysis and production extend into oral language, reading, viewing, writing, and representing?</p>	
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Teaching Media Literacy in Other Subject Areas</i></p>	<p>How do you plan to use media literacy frameworks, techniques, and conventions to explore and analyse ideas in four specific content areas?</p>	
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Media and Technology in the Junior Classroom</i></p>	<p>Consider Listening Activity # 24. What lessons would precede and follow this activity?</p>	
<p>Chapter 1: An Overview of Media Literacy in the Junior Grades</p> <p><i>Media Literacy Assessment</i></p>	<p>Why don't all media works need to be taken all the way to the production stage?</p>	
<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>Introduction</i></p>	<p>In addition to the two closely-related media literacy frameworks, what other approaches are helpful?</p>	
<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>The Five Key Concepts of Media Literacy</i></p>	<p>Review the five key concepts and decide (i) which Entry Point will be the most doable back in your classroom; (ii) which Entry Point will be the most challenging to implement at this point. Why?</p>	
<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>The Media Triangle</i></p>	<p>How does the media triangle connect with the Media Literacy strand in Ontario's 2006 Language curriculum?</p>	

<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>Simulations</i></p>	<p>Are media literacy simulations and role-playing useful when teaching media analysis or production? Why?</p>	
<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>Comparing, Sorting, and Classifying</i></p>	<p>How do you plan to extend a comparing or sorting activity into your writing program?</p>	
<p>Chapter 2: Instructional Approaches for Teaching Media Literacy</p> <p><i>Dealing with Sensitive News Items and Issues</i></p>	<p>How can ‘top of the news’ media reports that are often emotional, sensationalized viewpoints be discussed in the junior classroom?</p>	
<p>Chapter 3: Sample Lessons</p>	<p>What prior knowledge or skills might be required before implementing the detailed lessons and/or outlines in this chapter?</p>	
<p>Chapter 3: Sample Lessons</p> <p><i>Sample Detailed Lessons #2: Media Analysis-Detecting Bias in a Television Newscast</i></p>	<p>How can you obtain samples of authentic newscasts?</p> <p>How will you scaffold for your students to understand the meaning of: simplification, repetition, and bias?</p>	
<p>Chapter 3: Sample Lessons</p> <p><i>Sample Detailed Lessons #3: Media Creation – Creating a Storyboard for a Public Service Announcement</i></p>	<p>Think of your junior health program. What theme or topic might serve well for your students to create a Public Service Announcement?</p>	
<p>Chapter 3: Sample Lessons</p> <p><i>Sample Detailed Lessons #4: Media Creation-Creating a Brochure</i></p>	<p>Describe three ways to prepare students for the brochure planning activity in this lesson.</p>	

<p>Chapter 3: Sample Lessons</p> <p><i>Lesson Outline#2 (Analysing Media): Analysing Music Lyrics</i></p>	<p>How could this lesson extend into other curricular areas (i.e., visual arts, music, drama etc.).</p>	
<p>Chapter 3: Sample Lessons</p> <p><i>Lesson Outline#4 (Creating Media): Designing a Movie Poster</i></p>	<p>How could students have opportunities to conference with one another and the teacher during this lesson?</p>	

**Other Notes:**

Teacher Resource 25  
3-2-1 Graphic Organizer

<b>3 Interesting Points</b>	<b>2 Connections to My Teaching</b>	<b>1 Question I Still Have</b>

**1. *What characterizes effective classroom assessment?***

**2. *What role can junior students play in classroom assessment?***

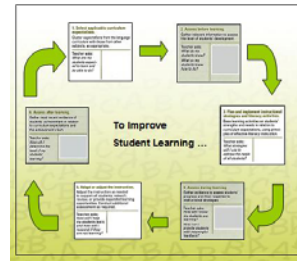
**3. *What are the benefits of student self-assessment?***

**1. *What characterizes effective classroom assessment?***

**2. *What role can junior students play in classroom assessment?***

**3. *What are the benefits of student self-assessment?***

Teacher Resource 27  
 Student Self Assessment ... Looks Like? Sounds Like?



**What questions might students ask in each phase of the assessment – learning cycle?**

1. Select appropriate curriculum expectations	
2. Assess before learning	
3. Plan and implement instructional strategies and literacy activities	
4. Assess during learning	
5. Adapt or adjust the instruction	
6. Assess after learning	

## Teacher Resource 28

### Guidelines for Classroom Assessment

- Assessment for learning should be part of effective planning of teaching and learning.
- Assessment for learning should focus on how students learn.
- Assessment for learning should be recognized as central to classroom practice.
- Assessment for learning should be regarded as a key professional skill for teachers.
- Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.
- Assessment for learning should take account of the importance of learner motivation.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners should receive constructive guidance about how to improve.
- Assessment for learning develops learners' capacity for self-assessment so they can become reflective and self managing.
- Assessment for learning should recognize the full range of achievements of all learners.

From: Assessment Reform Group, U.K. (1999). Assessment for learning: beyond the black box. Cambridge, U.K.: University of Cambridge School of Education. <http://www.aaia.org.uk/assessment.htm>

Teacher Resource 29  
 Hearing Student Voices on Classroom Assessment



My Background Knowledge and Experiences	Evidence from <i>Capacity Building Series – Special Edition #4 Student Self-Assessment</i>	Big Ideas New Thinking

**A mark**

**Comments**

**Undecided**

**A mark and  
comments**

Teacher Resource 31a  
What is Effective Feedback?

**Facilitator's Note:**

**Have participants read the following research summary in their table groups.**

In this particular study, Ruth Butler (1998) studied the effectiveness of different kinds of feedback on 132 year-seven students in 12 classes in four Israeli schools. In the first lesson, students were asked to complete a booklet containing a number of divergent thinking tasks that were marked by independent markers after the lesson. Two days later, before starting a second lesson, the students were given feedback on the work they had previously done. In four of the twelve classes, students were given marks (which were scaled to range from 40–99) while the students in four other classes were given comments like, “You thought of quite a few interesting ideas; maybe you could think of more ideas”. In the final four classes, the students were given both marks and comments. The students were then asked to attempt similar tasks and they were told that they would get the same sort of feedback as they had received for the first lesson’s work. The work was again collected and marked.

**Facilitator Note:**

**Ask participants to move to one of the four corners in the room to indicate their answer to the following question:**

***Which group of students do you think benefited most significantly from the feedback given? Why?***

**Have participants share their thinking with the others standing in their corner.  
Encourage an individual from each corner to share the group’s thinking.**

**Show slide 98 to the participants as they are standing in their respective corners.**

**Facilitator's Note:**

**Read the following to participants:**

In this particular study, Butler (1998) concluded that even though giving marks alongside comments is probably the most widespread form of assessment used in classrooms, the giving of marks alongside comments completely washes out the beneficial effects of the comments.

**Facilitator's Notes:**

**Ask participants to think about how this research might be applied to the classroom.**

**Have participants share their thinking with others standing in their corner.  
Encourage an individual from each corner to share the group’s thinking with the large group.**

## Teacher Resource 31b

### Research Summaries

#### **Research Summary:**

In this particular study, Ruth Butler (1998) studied the effectiveness of different kinds of feedback on 132 year- seven students in 12 classes in four Israeli schools. In the first lesson, students were asked to complete a booklet containing a number of divergent thinking tasks that were marked by independent markers after the lesson. Two days later, before starting a second lesson, the students were given feedback on the work they had previously done. In four of the twelve classes, students were given marks (which were scaled to range from 40–99) while the students in four other classes were given comments like, “You thought of quite a few interesting ideas; maybe you could think of more ideas”. In the final four classes, the students were given both marks and comments. The students were then asked to attempt similar tasks and they were told that they would get the same sort of feedback as they had received for the first lesson’s work. The work was again collected and marked.

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### Setting Goals for Action

Setting Goals for Action	
<b>S</b> pecific	I specifically plan to....
<b>M</b> easurable	I will measure my success by ...
<b>A</b> ttainable	I will know I have been successful when ...
<b>R</b> esults - based	Others will see my success by the way ...
<b>T</b> ime-bound	I hope to complete this project by...