

# THINK-ALoud PLANNING GUIDE

Name Carrie Caviness Date 11/5/07 Grade 5th grade

**Collaboration: Planning:** yes/no

**Demonstration:** yes/no

**Standard:** Science #3 Students can understand concepts and relationships in earth science.

**Benchmark:** #2 Identifies factors and conditions that influence weather and weathering.

**Comprehension Skill/Strategy:** Synthesizing

**Text and Materials:** Blizzards by Lisa Benjamin  
"Synthesizing" poster

**INTRODUCTION (set purpose):** *What is the strategy? Why is it useful?*

When good readers read, they often stop to organize their thoughts in their head. They think about what they already know and combine it with what new important information was learned. This is called synthesizing. They then use the synthesis to retell the important information as a summary of what was read. I am going to read a section from this book called Blizzards by Lisa Benjamin. When I am done, I will think aloud to show you how I synthesized this information to create a summary of what I read.

**MENTAL MODELING** (thinking aloud to make the invisible visible):

*Read the entire passage. Revisit the text and think out loud, revealing metacognitive processes. Point out the words/cues in the text that trigger your thinking.*

Read pages 4-7.

Refer to the "Synthesizing" poster. "I am going to synthesize what I read in this section titled, 'What Is a Blizzard?'. First, I am thinking about what I already know about blizzards. I remember last year when we didn't have school because there was a lot of snow. Everyone said it was a blizzard. But was it really a blizzard? I learned from the book that, to be called a blizzard, the storm has to have very strong winds, a lot of snow, and it must last for at least 3 hours. I will synthesis, or put together, this information to create a summary: A blizzard is a snowstorm that has very strong winds that lasts for at least 3 hours."

Read pages 8-10 (including captions).

Refer to the "Synthesizing" poster. "I am going to synthesize what I read in this section titled, 'What Causes a Blizzard?' Even though the author didn't use the term 'water cycle', I know that is really what she was describing. Every time it rains, that is the precipitation part of the water cycle. Just like a water cycle that creates rain, the same evaporation, condensation, and precipitation occurs to cause snow. The difference is that when the precipitation gets close to the ground, it stays frozen because the air close to the ground is very cold. Instead of turning into raindrops, the precipitation stays as snowflakes. I learned in the last section that a blizzard has to have strong winds, too. This strong winds are created from the air moving from a high pressure area to a low pressure area. Blizzards occur most often in the flat, plains area because there aren't any mountains to block the wind. I have to synthesize all this information together to create a summary. My summary is: Blizzards are caused by the naturally occurring water cycle. The cold air temperatures cause the precipitation to fall as snowflakes. The strong winds are caused by air moving from an area of high pressure to an area of low pressure. Blizzards occur most often in flat areas because there are not any large landforms to block the wind or the storm."

*Review why the skill/strategy is useful. Identify when this strategy can be applied.*

Synthesizing is an important strategy in understanding what is read. As you read, you need to stop and synthesize - organize the important information in your head about what you already know about the topic and what you just learned from the reading. You can then use your synthesis to create a summary (a short retelling) of the information you read.

**STUDENT PRACTICE AND APPLICATION** (guided and/or independent):

Continue reading sections of the book, Blizzards. Stop after each section and have students write/share aloud how they would synthesize the information. In future readings, provide stopping points for students as they read and have them record a synthesis of a section of text.