Summarizing and synthesizing

You read the free preview page 2 not displayed in this preview. The terms resume and synthesis are felt in a common language as synonyms. In fact, there are important differences between resume and synthesis. Differences: The number of texts (sources) taken into account. how these texts (sources) are then interpreted. Summary is an objective, concise written presentation in your own words of ideas, facts, events, in SINGLE PIECE TEXT. Example: A summary of the text describing the synthesis of African lion A is a combination of SEVERAL TEXTS in a single one that aims to create an understanding or initial perspective of information in these texts. Keep in mind that there are many types of synthesis shown in the examples below. Synthesis Review - presentation of ideas in texts that address the same topics. Example: An essay on African big cats Explanatory synthesis is a specific theme in several texts in the same area. Example: An essay on the behavior of African big cats Argumentative synthesis - the choice of ideas in several texts, in order to argue a particular point of view or their own point of view. Example: Keeping big cats in Africa is a duty of synthesis of human illustrations - ideas that support your point of view, from multiple texts. Example: Personalities promising to keep the Big Cats in Africa Concession Synthesis - different views that make your point of view stronger Example: Hunting for big cats - the solution to the conservation of the species? Synthesis Comparisons - Different views on the subject presented to highlight the most important aspects related to this topic. Example: Keeping Big Cats - Mistakes and Achievements Introduction to Generalization and Synthesis What is the summation strategy? Why do we teach children to generalize? How do we teach children to generalize? What is the synthesis strategy? Why do we teach children to synthesize? How do we teach synthesis? Lesson Example: Synthesize Our Thinking in Fiction Summing Up What Is the Summing Strategy? The generalization relates to the most important points in the text (or part of the text) in our own words. In fiction, we consider the main elements of the story - the main characters, settings, plot, and sometimes the topic in the resume. In non-fiction we gather the most important information about the topic in a consistent way. Why do we teach children to generalize? Experienced readers generalize both during and after reading. While reading, we summarize to make sure we've got it before we proceed. We can do this subconsciously in a light text, but when the text becomes more complex, we often have to take a step back and generalize to test our understanding. Where there are gaps, we know that we need to use other strategies or other resources to address them. After reading, we will sum up the results for various authentic purposes. When we want to recommend a book to a friend, we'll sum up to explain book about (not giving away When we do research on non-fiction topics, we take stock to capture what we want to remember from every source or part of the source we use. Then we will sum up what is important to learn from our work. And when we don't want to bore our teachers, friends, and family with the endless fulfillment of what we read, saw, or did, we need to know how to generalize! How do we teach children to generalize? Teaching young children to generalize is challenging. Generalization requires a focus on what is important, and as noted in the Defining Importance section, children often think that everything is equally important. Since retelling is also important and is often used to measure understanding of oral reading by young children, children can get far more instructions and practices in retelling than in generalization. On the other hand, we can ruin students' enjoyment and motivation to read if we constantly require them to generalize after they have finished. We can, however, lay a solid foundation in primary schools to take stock. The most important thing is to embed our instructions into true purposes for generalization, both during and after reading, so that generalization not only does the task, but helps children process their reading. We use a gradual release of responsibility to support them. We model how generalization helps us understand what we are reading and we will lead them to do the same. Some teaching methods that generalize primary classes are shown in the chart below. Fiction Nonfiction While reading the model stops at three places in history to take stock of what is important, using the traditional beginning, middle, and end of the graphic organizer. Students paint a picture to present what happens in each part of the story as it is read (aloud or on their own). They can also add words or sentences as much as they can. Model, note that it is important to remember by stopping in several places in the text. Students stop and chime in sticky notes that they consider most important in each part of the text as it reads (aloud or on their own). Jigsaw pages of text (by groups or individual children), with each group or child deciding what is important in their part of the text. After reading the students collect their photos in the graphic organizer and share their resumes orally (or in writing). Each group or child contributes to what is important to add to the summary from their part of the text. (See the photos above from the controlled reading module.) Teach students to create book reviews, message boards, blogs, or other ways to recommend books to others. They summarize in order to tell their readers what the book is about and then synthesize to include their own assessment or interpretation of the text. Synthesis What is the synthesis strategy? The set-top box syn means together. When we we draw the most important points from our reading, but we go beyond what the author said. We focus on that we got from reading. We notice how our thinking changes, how we read, so that when we're done, we can put our thinking and learning together in a new way. Debbie Miller says that synthesis is a process by which readers combine their knowledge of the background and their evolving understanding of the book to create a complete and original understanding of the text. (Reading with meaning, page 171). We synthesize not only text, but also texts, especially when we do research or research. We take what we learn from a variety of sources and put it together in original ways. Why do we teach children to synthesize? We want our students to do more than parrot back what they read. We want them to grow and change because of what they discover in the texts. To do this, they need to be synthesized. We've seen examples of children synthesis throughout this Reading Understanding module, though they haven't yet been formally presented in the strategy: When first-graders found answers to their questions about animals by combining information from more than one paragraph or page of text, they synthesized - taking ideas from different places and combining them for their own purposes. (Ask questions) - When a second-grader created a diagram of the volcano stages (see photo), she synthesized information she learned throughout the text. (Building and Activating Scheme) - When her classmate came up with the analogy that the magma camera is similar to the heart of a volcano, he synthesized what the camera looked like and what it knew about its function to create a new way to think about magma. (Creating and activating Shema) Children who have been taught strategic thinking are synthesized on their own initiative because they have learned the most important part of understanding: to combine their thinking with the content on the page to understand. They know the importance of their own thinking. How to teach children to synthesize? In fiction, Debbie Miller recommends teaching children that synthesis is like ripples made by throwing stone into a pond. First, it is a small circle, our initial thinking. As we read, our thinking expands like ripples that grow bigger. Our last thoughts are great ideas that we reach towards the end of our reading. (Reading with meaning, page 173). When we read to children out loud, we model what we think about at the beginning and how our thinking changes through history. We use language: At first I thought ... Then I read ... Now I think... An example of the lesson for this section, Synthesizing Our Thinking in Fiction, is derived from Debbie Miller's approach. In the information text, synthesis is often the culmination of research or research. When we study a topic through several texts - books, articles, multimedia resources and hands-on experience - we want to synthesize what we have learned. As noted above, the blues mean together, and these projects can be collaborative as well Solo. As children create murals, posters or presentations to share their learning with a genuine audience, we teach them to express great ideas about their topics in a way that is entirely their own. For example, second-graders in Ms. Whitman's class created a blanket as the culmination of their study of the underground railroad. Each child's individual square synthesizes what he or she has found meaningful; Together the blanket captures the general spirit of the underground railway. To learn more about summing up and synthesis strategies, see SAMPLE LESSON: Synthesize Our Thinking in Fiction Second Class Teacher Adril Whitman began teaching his students to synthesize their thinking in fiction by reading fables with them. Fables are a useful genre for introducing synthesis because of their short structure and simple messages. Ms. Whitman chose a three-piece pyramid-shaped graphic organizer to illustrate how our thinking grows from the smaller top of the chart to a larger base. She used Debbie Miller's modeling approach as her thinking changed from one part of the story to the next See Introduction to Generalization and Synthesis and proposed readings. To move from fables to longer stories with less obvious messages, Ms. Whitman chose a beautiful book with pictures of Eva Bunting, the House of Butterflies, corresponding to the constant scientific unit of the class about the life cycle of the butterfly. She illustrated the graphic organizer with symbols showing butterfly metamorphosis, and explained to students, just as the caterpillar changes, our thinking changes as we read. In addition to synthesising history as they read it, students also synthesized learning from fiction and nonfiction literature that deepened their study of butterflies. Information about creating an appropriate environment for the caterpillar and the human aspects of caring for things in the natural world in the House of Butterflies added to children's assessment of what it means to love and respect nature. Since this was the first time students synthesized with more complex text than fables, the teacher decided to have children write and draw about their latest thinking about history for self-practice. She would like to consolidate what they had learned in the lesson and to assess where she needed to go in the future. She can then move on to a small group of learning in synthesis, with children reading books on their own reading levels, and then using the strategy themselves as they read their self-selected books. PLC Facilitators: Click here for the facilitator note. Notes. summarizing and synthesizing research. summarizing and synthesizing lesson plans. summarizing and synthesizing what's the difference. summarizing and synthesizing activities. summarizing and synthesizing strategies. diferença entre synthesizing and summarizing