

**THANK YOU** for downloading *K-2 Synthesis Projects*  
I created **FREE** for you.

**In return, I ask that you...**

- (1) Have fun!**
- (2) Give the lessons more than one chance.**
- (3) Give me credit for my work.**
- (4) Refer others to my websites [www.LikeToRead.com](http://www.LikeToRead.com),  
[www.LikeToWrite.com](http://www.LikeToWrite.com), and [www.Facebook.com/LikeToWrite](http://www.Facebook.com/LikeToWrite)**

**I also ask that if you see any editing or content errors  
that you let me know  
by emailing me at  
[khaag@liketowrite.com](mailto:khaag@liketowrite.com)**



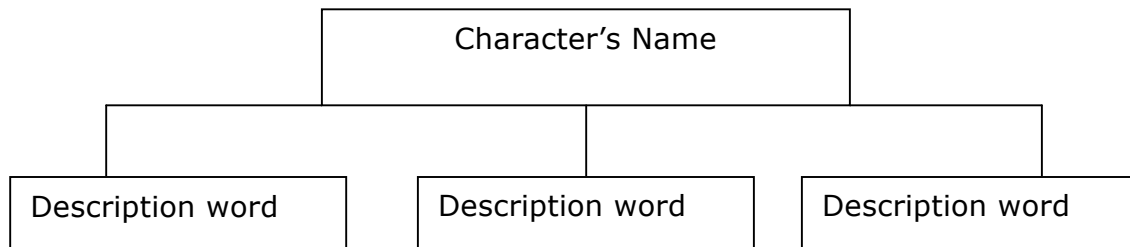
Sincerely,  
Karen Haag

**I hope I can help you in some small way.  
Please feel free to email with questions 😊**

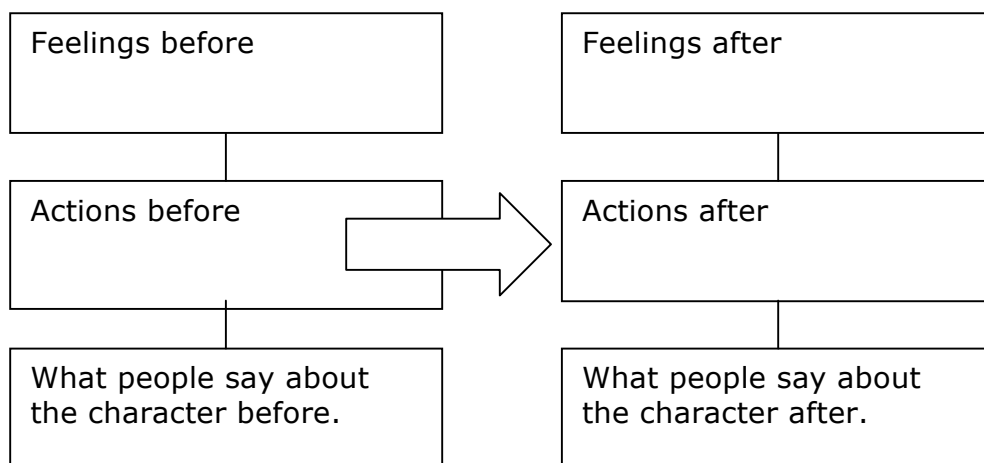
## Primary Synthesis Projects (sites interactive February 5, 2012)

[Pdictionary.com](http://Pdictionary.com) is a site that gives you pictures of everything you might need for these projects.

1. Cut out pictures from Internet site. Sort the pictures into real and not real.  
<http://www.pdictionary.com>
2. Sort pictures into pictures that could be found in real books and those that would be in fiction books. Free photos and pictures to create visuals  
<http://images.google.com>
3. Write/talk about a personal response to a newspaper article.
4. Use the newspaper to find features of text. Cut them out and sort them or label them. Headline, ad, article, comic, editorial.
5. Read a fable, short story or leveled book. Write "My Thinking" on one side and "The Theme" or "The Lesson I Learned" on the other.
6. Make a T-chart. Write one character's name at the top as a title. Write 3 characteristics describing the character under the character's name. Find evidence from the book to back up your thinking.



7. Compare 2 characters using a Venn diagram.
8. Explain how a character changes during a story.



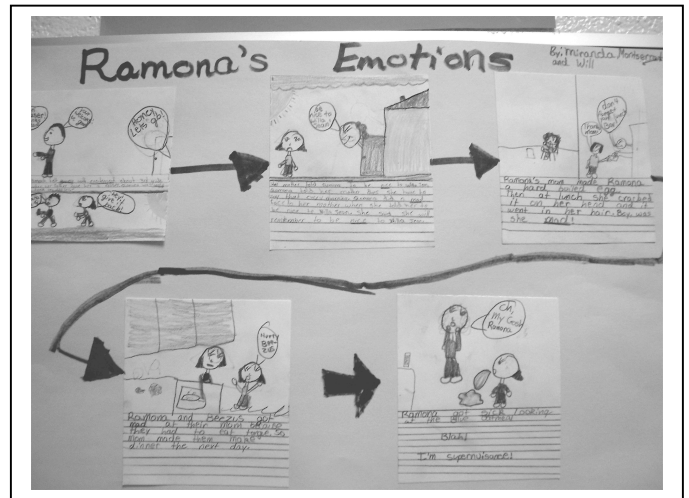
9. Make a double entry journal or chart paper.

Events in Story	How I (or we) Feel About What's Happening

10. Bake or cook or make "oobleck" after reading Dr. Seuss. Have the children write everything that happened --- one event per sticky note. Sort the sticky notes. See if any are about the same thing, the same "topic." Then write one main idea to go with each event. Write the whole event into a story.



Sticky notes sorted into main ideas. (#11)



Emotion Chart (#12)

11. Follow the character's emotions through the book. Compare the character's emotions to your own.

12. Textmapping: <http://www.textmapping.org/overview.html> Basically, students make a scroll of a story.

13. Primary songs, song to you! Great for figuring out theme: <http://pbskids.org/lions/songs/index.html>

14. This sorting lesson supports the development of critical-thinking and vocabulary skills through observation and discussion of text illustrations and content. With the whole group and then in pairs, students sort books into three or more groups using their own criteria, and then explain in writing how they sorted the books. [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=145](http://www.readwritethink.org/lessons/lesson_view.asp?id=145)

15. Adventures in Nonfiction: A Guided Inquiry Journey, Using a wide variety of nonfiction literature, students learn to sort and categorize books to begin the information-gathering process. Then, working with partners and groups, using pictures and text, students are guided through the process of gathering information, asking clarifying questions, and then enhancing the information with additional details. This is a high-interest foundation builder for using nonfiction literature in research as well as for pleasure reading.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=183](http://www.readwritethink.org/lessons/lesson_view.asp?id=183)
16. Students listen to matching fiction and nonfiction read-alouds and explore selected Web sites to identify factual information about animals. To complete their exploration, students predict, question, confirm, and record information about one animal. This lesson plan focuses on ants, but the project can easily be adapted to any animal of interest. Resources are included for ants, black bears, fish, frogs and toads, penguins, and polar bears.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=286](http://www.readwritethink.org/lessons/lesson_view.asp?id=286)
17. Beginning with a comparative study of retellings of "Little Red Riding Hood" and modern revisions of the folktale, this literature unit continues with a study of fantasy, realistic fiction, and nonfiction texts. As students explore various depictions of wolves, they gain another perspective of the "villain" in the traditional tale. [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=889](http://www.readwritethink.org/lessons/lesson_view.asp?id=889)
18. This lesson introduces second-grade students to nonfiction by focusing on the differences between fiction and nonfiction and by looking at distinctions among three types of nonfiction. Students create Venn diagrams to categorize the types of nonfiction and compare their characteristics.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=781](http://www.readwritethink.org/lessons/lesson_view.asp?id=781)
19. When students draw first, write second, and then use equations to symbolize their stories, they start from the concrete and move to the symbolic, helping to improve reading comprehension as well as mathematical understanding. Students' higher-level thinking skills are developed by comparing, sequencing, writing and drawing to support their reading, and using symbols to represent meaning.  
[http://www.readwritethink.org/lessons/lesson\\_view.asp?id=144](http://www.readwritethink.org/lessons/lesson_view.asp?id=144)
20. Write letters to people at the school convincing them to help the students in some way: lower the cost of lunch, get the bathrooms clean, buy picnic tables, etc.