

## Teacher Guide to Student Interactive: Prior Knowledge

**Summary:** In this interactive, students first use their prior knowledge of text features to decide on the genre of four text passages. Then for each text, they get to “look inside the head” of a reader and help her use her prior knowledge to understand parts of the passage. Audio feedback explains how each piece of prior knowledge helped to understand the text.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. They should also pay attention to the explanations of how the prior knowledge helps Maya and Devon.
- Review genres. Students will be asked to use their prior knowledge to identify the genre of four texts (fairly tale, non-fiction, poem, and news article).
- Review text features. What distinguishes non-fiction, realistic fiction, fantasy, poetry, newspaper articles, and so forth? Discuss physical features (arrangement of text, headings, illustrations, by-lines, etc.) as well as literary features (language style, rhythm, etc.)
- Let students know that the program they will lose one point for each incorrect guess, and their score will appear on the printout at the end of the activity. This is to discourage students from randomly guessing, and to give you an assessment tool (a perfect score is 100, with one point lost for each incorrect answer).
- The printout for this activity includes all four texts, with student underlining of text features, along with a bookmark. To save paper, you may wish to tell students not to print their work until they complete all four texts.
- Tell students what you would like them to do when they finish a text.
  - Print your work/don't print until you have finished all four texts.
  - Listen to the Prior Knowledge song.
  - Raise your hand and check in with me.

### After you finish:

- Review student printouts to see which genre features they were able to identify.
- Assess how well students were able to choose meaningful connections using the score printed on each bookmark.
- As a class or in small groups, use students' print-outs to discuss the activity:
  - How does knowing a text's genre help with comprehension?
  - What text features helped you decide the genre for each text?
  - How did Maya's and Devon's prior knowledge help them understand the texts?
  - Did you ever choose a different answer and think it was correct? (Listening to the explanation behind students' "incorrect" responses gives us a chance to hear their thinking process, and we often find that the answer could be considered correct.)
  - Think of different examples of how prior knowledge can help you understand what you read (understand a vocabulary word, visualize a setting, know how a character feels, make a prediction...)

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/priorknowledge/pk\\_studentinteractive.html](http://reading.ecb.org/teacher/priorknowledge/pk_studentinteractive.html)

## Teacher Guide to Student Interactive: Making Connections

**Summary:** In this interactive, students move an avatar through a 3D landscape as they attempt to “climb” the Mountain of Understanding. Each time they come to a chasm, a stone guardian offers to help them across if they can make a connection that will help him understand what he is reading. They must choose a sentence from their bag of connections; if it is a meaningful connection, the guardian bridges the chasm to let them continue. In level two, students choose between text-to-self, text-to-text, or text-to-world connections. In level three, students type their own connections.

To encourage students to think rather than guess, they collect jewels along the way. They will lose one jewel for each incorrect choice. This also tells you how they have performed on the activity. If students get every connection correct on the first try, and make all three connections in level three, they will earn 43 jewels.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Review with students the idea of meaningful connections; those that help you understand something in the text. Students often begin by noticing only obvious connections (like “both stories are about pizza”) that don’t really help them understand. *The connections they must find in this activity may not be obvious unless they think about the meaning behind the sentences.* Students should listen to the explanations given by the stone guardian to help them understand the connections.
- Tell students what you would like them to do when they finish the activity.
  - Print your bookmark and connections (level 3 connections).
  - Listen to the Making Connections song.
  - Raise your hand and check in with me.

### After you finish:

- Review students’ connections from level three to see whether they were able to come up with meaningful text-to-self, text-to-text, and text-to-world connections.
- Discuss the connections (available from the Web site listed below) students helped the stone guardian make in levels one and two. This may be done in small groups.
  - Which connections were obvious to you? Explain your thinking.
  - Which connections were difficult for you? Explain your thinking
  - Explain to each other one of the connections you made.
- Point out that the stone guardian made connections while reading all different kinds of texts: comic books, letters, magazine articles, etc. You can too! Try keeping a box of everyday texts such as these in your classroom for students to read.
- Continue to encourage students to make meaningful connections when they read.

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/makingconnections/mc\\_studentinteractive.html](http://reading.ecb.org/teacher/makingconnections/mc_studentinteractive.html)

## Teacher Guide to Student Interactive: Questioning

**Summary:** In this interactive, students travel through a castle as they ask questions about a story. Their questions act like keys, opening doors and letting them go deeper into the castle and the story. They also answer their own questions if they are able, and sort them into “In the book” or “In my head” questions. One point is awarded for each “In the book” question and two points for each “In my head” question. There are three stories, (middle-eastern folk tales), so students may do the activity three times.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- If your students are not familiar with “In the book” and “In my head” type questions, explain the terms. (Other terms they may be familiar with would be “thin and thick” or “shallow and deep.”)
- If a question is an “In the book” type question (like “What was his brother’s name”), students should put it in the “In the book” category *even if they didn’t find the answer in the story.*
- Let students know that it’s OK if they do not find answers to all of their questions.
- Remind students that you will be reviewing their questions. (Students may discover that they can type nonsense instead of a question - but you will see it if they do!)
- Tell students what you would like them to do when they finish a story.
  - Print your work, then choose another story.
  - E-mail your work to me, listen to the song, then choose another story.
  - Raise your hand and check in with me.

### After you finish:

- Review students’ questions and answers to get a feeling for the depth and sophistication of their questions, and whether they understand the difference between “In the book” and “In my head” questions. (Text of the stories and a questioning rubric are available on the Web site listed below.)
- Using print-outs or e-mails of student work, discuss students’ questions about each story. Students could be divided into small groups to discuss which questions:
  - helped you understand the story?
  - made you more interested in the story?
  - did you find answers for?
  - did you not find answers for?
- Why do you think “In my head” questions are worth more than “In the book” questions? (“In my head” questions are harder, make you think more, help you understand the meaning of the story instead of just what happens, etc.)
- Challenge students to get a better score the next time they do the activity.
- Continue to work with students to encourage them to ask deeper questions as they are reading.

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/questioning/quest\\_studentinteractive.html](http://reading.ecb.org/teacher/questioning/quest_studentinteractive.html)

## Teacher Guide to Student Interactive: Visualizing

**Summary:** In this interactive, students practice visualizing as they read. With computer drawing tools, they create a picture show with the images they see in their mind as they read. They also choose music to represent each part of the text. Students may choose a poem, a non-fiction article, or musical selection to visualize.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Review the concept of visualizing, and model your own thought processes while visualizing. Be explicit: "When I read this, I see... I hear... It reminds me of..."
- The **Need a Hint** button in the activity provides prompts for students who are struggling. You may also use the Need a Hint questions for class discussion.
- Note on texts:
  - Black Rat Snake is an informational text – visualizing helps students focus on concepts and cement details in their minds.
  - Cat Act is a poem – visualizing helps students think more deeply and imaginatively and make a personal connection with text.
  - Peer Gynt Suite lets students practice visualizing from music.
- Remind students to click **Save** if they don't finish their picture show.
- Tell students what you would like them to do when they finish the activity.
  - Stop after finishing one picture show, or do all three.
  - Print or e-mail their picture shows (to you, to parents).
  - Listen to the Visualizing song.
  - Raise your hand and check in with me.

### After you finish:

- View student picture shows; if all students e-mail you their picture shows, you can collect the links and then watch them together as a class.
- Discuss the picture shows as a class, in small groups, or in one-on-one conferences.
  - Compare picture shows – why are they different?
  - Describe the movie you created in your mind when you read the story.
  - What were you trying to express with the music you chose?
  - Are there parts of the story that are not in your picture show?
  - Are there things in your picture show that are not in the story?
- Use printed picture shows for student portfolios or during one-on-one conferences.
- This activity can also be used as an assessment. You may download rubrics from the Web site listed below.
- Continue to work with students to help them to visualize while they read.

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/visualizing/vis\\_studentinteractive.html](http://reading.ecb.org/teacher/visualizing/vis_studentinteractive.html)

## Teacher Guide to Student Interactive: Inferring

**Summary:** In this interactive, students try to infer meaning in letters from virtual pen pals. Asia writes about her vacation, and Henry writes about moving to a new city. They try to answer two questions: "WHERE is your pen pal?" (inferences about location) and "WHO is your pen pal?" (inferences about personality). Students search for clues in the text, then choose from three possible inferences for each clue. All three are correct inferences, but only one helps them answer the question. After they finish, they are rewarded with a video chat from the pen pal. If students do both questions for both letters, they will do the activity four times.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Encourage students to read the entire letter before they begin to look for clues. They may also click "Play" to have the letter read to them.
- If you have been working on map-reading skills, ask students to notice the information displayed on the map each time they make an inference in the WHERE activity. For each inference, the map will darken the areas where the pen pal cannot be. When all correct inferences have been chosen, the pen pal's location is pinpointed in bright green.
- Tell students what you would like them to do when they finish a letter.
  - Continue until you have finished both pen pal letters.
  - Raise your hand and check in with me.
  - Listen to the song.
  - Print or don't print the bookmark.

### After you finish:

- Lead a discussion about the activity. Print a copy of the pen pal letters to use during your discussion (available from the Web site listed below).
  - What were some of the clues you used to figure out WHERE/WHO your pen pal was?
  - How did you decide which inference to choose?
  - How is inferring like being a detective?
  - Why do you think authors write using clues to let you infer, rather than just saying exactly what they mean?
- Ask students to write a similar letter to an imaginary pen pal, providing clues that will allow their pen pal to infer something.
- Use a sample reading comprehension test (with inference questions) to show students how good they have become at inferring!

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/inferring/infer\\_studentinteractive.html](http://reading.ecb.org/teacher/inferring/infer_studentinteractive.html)

## Teacher Guide to Student Interactive: Summarizing

**Summary:** In this interactive, students meet Jelly Bones Jones, a loquacious pirate captain whose long-winded stories they have to summarize. In the first task, Jelly Bones explains five pirate skills, and students must summarize to create a handbook on how to be a pirate. They first choose the main idea and supporting details for each skill, and then use those notes to write a summary in their own words. The second task involves drawing a map to summarize Jelly Bones' rambling explanation of where the treasure is buried. In the third task, students summarize the story of Jelly Bones' last days to create a tale which will help the pirate's memory live forever.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Review the process of finding the main idea and supporting details in a non-fiction text. Students will need to find main idea and details in this activity.
- Review the concept of using your own words when summarizing. The texts in the activity are written in "pirate language," to induce students to use their own words to summarize.
- Remind students to click **Save** before the end of the period. This is a long activity and will usually take more than one class period.
- Tell students what you would like them to do when they finish the activity.
  - Print or e-mail their summaries, print their pirate map.
  - Listen to the Summarizing song.
  - Raise your hand and check in with me.

### After you finish:

- Review students' summaries. Use the copies for informal assessment and student portfolios, or discuss them with students during one-on-one conference time.
- In small groups, ask students to compare and discuss their Pirate Handbooks or Shipwreck Story summaries.
  - Why is your summary different than someone else's?
  - Why did you think \_\_\_\_\_ was important?
  - Is there anything you could leave out of your summary?
- Think of other ways students can summarize information from text using visual means, such as drawings, charts, graphs, collages, etc.
- Continue to work with students to help them to summarize what they read.

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/summarizing/summarize\\_studentinteractive.html](http://reading.ecb.org/teacher/summarizing/summarize_studentinteractive.html)

## Teacher Guide to Student Interactive: Evaluating

**Summary:** In this interactive, students voyage to the star system Magla. They have four books in their space ship, which they must use to help them evaluate the three planets in the star system and decide which to land on for each part of their mission. They must also evaluate the books based on their usefulness for each task.

There are four tasks in this interactive. In the first task, students choose a book to read for pleasure. They first choose a criterion, and then rate each book. The other four tasks involve choosing a planet to meet a specific goal; refueling, studying minerals and landforms, colonizing, and vacationing. They must first choose one or more criteria on which to evaluate the planet. Then they read each book to learn about the planets, and rate it based on how well it helps them find the information they need. Then they use the information to choose a planet.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Be aware that there is a lot of reading in this activity. Students must read and look for information in four books. They should also read for enjoyment! Remind students to click **Save** if they don't finish before the end of the period.
- Tell students what you would like them to do when they finish the activity.
  - Print or e-mail your bookmark and star ratings.
  - Listen to the Evaluating song.
  - Raise your hand and check in with me.

### After you finish:

- Use the printed or e-mailed star ratings to discuss the activity. All students will have chosen the same planet for each task, because they receive an error message if they choose the wrong planet and must try again.
- In small groups, discuss the students' star ratings, which may differ.
  - Why might your star ratings be different than someone else's?
  - Why did you give the same book a different rating for different tasks?
  - Was it easier to find information in some books than in others?
  - Does everyone like the same kind of texts? Explain your thinking.
- Discuss the differences between evaluating fiction and non-fiction texts.
- Continue to work with students to encourage them to evaluate when they read. (Try having students evaluate books they read using Mrs. Pingel's Book Talk Card, available on the Web site listed below, and create a bulletin board or file box featuring student evaluations to share.)

For a screen-by-screen preview and additional information, see [http://reading.ecb.org/teacher/evaluating/eval\\_studentinteractive.html](http://reading.ecb.org/teacher/evaluating/eval_studentinteractive.html)

## Teacher Guide to Student Interactive: Synthesizing

**Summary:** In this interactive, students are asked to synthesize their learning about a famous person to create a movie poster. Students combine their prior knowledge with information provided in several different formats (timeline, biography, photograph or painting) to create the advertising poster for a biopic about the chosen individual.

### Before you start:

- Remind students to read and listen carefully to the instructions starting on the first screen of the activity. (This really helps!)
- Review the concept of synthesizing. Ideas to discuss:
  - Synthesizing is different than summarizing; what is important to you?
  - Synthesizing means putting together new details, images and your own prior knowledge, feelings, opinions, experiences and inferences.
  - Synthesizing is when your thinking changes or expands. It is a way of reorganizing and generating our own explanations for what we are learning.
  - When you synthesize, you take what you learned and make it part of you
- ***Remind students that you will be discussing their posters after they do the activity. They will need to explain the reasons behind the choices they make.***
- Tell students what you would like them to do when they finish the activity.
  - Print or e-mail their poster before doing another poster.
  - Listen to the Synthesizing song.
  - Raise your hand and check in with me.

### After you finish:

- ***Remember, the discussion is the most important part of the activity!***
- Review students' posters; use them for assessment by discussing with students during one-on-one conference time.
- In small groups, ask students to compare and discuss their posters.
  - Explain why you chose that particular pose/ lighting/ angle/ background/ symbol/ music?
  - What in the biography, timeline, or pictures led you to your choices?
  - How does your title/tagline express what you synthesized about the person?
  - Was it hard to write something so short? What else did you want to say?
  - Why is your poster different than someone else's?
  - What does your poster say about the person's life or how you feel about them?
- Consider working with an art teacher, who could work with students on symbolism and expressing ideas visually. Artistic expression is a great way to express a synthesis.
- Continue to work with students to help them to synthesize while they read.

For a screen-by-screen preview and additional information, including text of the biographies and timelines, see:

[http://reading.ecb.org/teacher/synthesizing/syn\\_studentinteractive.html](http://reading.ecb.org/teacher/synthesizing/syn_studentinteractive.html)

## Teacher Guide to Student Interactive: Using Strategies Together

**Summary:** In this interactive, students will see how using all the strategies together helps readers to understand and enjoy text. Students read a short story, then drag strategy icons over the text to see how each strategy could deepen the reader's understanding of the story. This is a short activity which is meant to demonstrate visually how plain text on the page comes alive once readers start applying strategies to develop their own meaning. Reading is more than just pronouncing the words; it involves interacting with text to develop personal insight and interpretations.

### Before you start:

- Tell students that a part of the story will be highlighted for each strategy. Students should read the highlighted phrase to see how the strategy helped the model reader understand.
- Tell students what you would like them to do when they finish the activity.
  - Watch the video.
  - Listen to the Strategies Together song.
  - Go back and do a favorite activity again if you have extra time.
  - Use your strategies as you read online. You can give students a list of online texts to choose from.

### After you finish:

- Talk about how the strategies were used to help understand *Which Was the King?*
- Mention that this was a demonstration of how one reader used strategies to make meaning from the text:
  - Would all readers use the same strategies to understand the same parts of the story? Explain your thinking.
  - When you were reading the story, did you use strategies in different places?
- Discuss the synthesis of the story:
  - What different pieces did this reader use to create this synthesis? (knowledge about kings, connections between king and president, inferences about personality, visualizing self in the story, etc.)
  - How has this readers' thinking changed (about himself, about the story, about the world...)
- Watch and discuss the video clip at the end of the activity. How does using the strategies help the students discuss their book?
- Use the activity and the video clip to start a conversation about using strategies independently while reading. The ultimate goal of strategy instruction is for students to begin to use the strategies on their own, as needed, whenever they read.
  - Students can use the strategy bookmarks they print out after each activity to remind themselves to use their strategies during independent reading.
  - You may also print out strategy posters and icons from the Downloads area of the teacher Web site to use for reminders or other activities.

For a screen-by-screen preview and additional information, see:

[http://reading.ecb.org/teacher/usingstrategies/strat\\_studentinteractive.html](http://reading.ecb.org/teacher/usingstrategies/strat_studentinteractive.html)