

Into the Book Interactive Activity Summaries

Prior Knowledge: *Look Inside Your Head*

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.

Making Connections: *The Mountain of Understanding*

In this interactive, students get to 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 that helps the guardian understand, he bridges a chasm to let them continue. In level two, students are instructed whether to choose a text-to-self, text-to-text, or text-to world connections. In level three, students must type their own connections.

Questioning: *Keys to the Castle*

In this interactive, students travel through a castle as they ask questions about three Middle Eastern folk tales. 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 group them into “In the book” or “In my head” questions.

Visualizing: *Picture Show*

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.

Inferring: *Pen Pal Letters*

In this interactive, students try to infer meaning in letters from virtual pen pals. 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. After they finish, they are rewarded with a video chat from the pen pal.

Summarizing: *A Pirate’s Life*

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.

Evaluating: *Voyage to Magla*

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

Synthesizing: *Biopic Poster*

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.

Using Strategies Together

In this interactive, students will see how using all the strategies together helps readers to understand and enjoy text. Students read a short story, and then drag strategy icons over the text to see how each strategy could deepen the reader's understanding of the story.