

Teacher Guide to Student Video: *Evaluating*

Program Synopsis

While students are doing research for a science project, Mrs. Pingel realizes they are ready for a new strategy. She introduces evaluating using class book reviews and examples from students' own lives. Malaika begins evaluating the books, Web sites and other resources she has gathered for her topic. She is drawn into a NASA web site, where she has to use the strategy to get out of a space emergency in her own rocket ship. She also manages to use the strategy to get a new dog from the Humane Society.

Featured text:

Solar System Trading Cards from the *Amazing Space Web site* from the Space Science Institute and NASA

Other texts mentioned:

Searching for Alien Life, by Dennis Fradin. New York: Twenty-First Century Books, 1997.

They Came From Center Field, by Dan Gutman. New York: Scholastic Inc., 1995.

Teaching Suggestions:

Think about how you want to use this program. How does it fit into your teaching plan?

1. Use it to introduce evaluating.
2. As a follow-up or review.
3. As part of a research project unit to help students learn to evaluate non-fiction resources.

Before viewing:

Set a purpose for watching the video. Explain that students will be trying the strategy themselves after they watch the video.

- Ask students to watch for something specific in the program, for example:
 1. How do different students in the video use evaluating?
 2. What does "criteria" mean?
 3. How do the students in the video use other strategies to help them evaluate?

During viewing:

- Pause the video during teachable moments. For example:
 1. *In the classroom, after Mrs. Pingel "What other criteria can you add to our list?"*
Pause to see if your students have additional items to add to the list.
 2. *After Mrs. Pingel asks which book would be better to use and shows two books to the class.*
Let students answer the question and tell why. Then continue to see how the students in the video responded.
 3. *In the epilogue, after Malaika's mother walks into her bedroom.*
Ask students to predict what Malaika will do. You can prompt students to

use their prior knowledge from other episodes of *Into the Book*; students always use the strategy they just learned to help them solve a problem or get something they want.

After viewing:

- Discuss students' answers to questions you posed before viewing.
- Discuss the differences between evaluating works of fiction and non-fiction, or evaluating for different purposes or based on different criteria.
- Have students do the Evaluating activity in the student area of the Web site. Discuss students' evaluation choices and rationales.
- If you are working on a research project, work together to come up with a list of criteria for evaluating non-fiction resources, and keep it posted in the room.
- Have students evaluate texts they read during self-selected reading, and share their evaluations with the class. Students can use Mrs. Pingel's Evaluating Book Talk cards (available below).
- Model evaluating during your read-aloud. Focus on different aspects of text at different times (quality of writing, personal connections, usefulness for a purpose, aesthetic appeal...) Be sure to choose both fiction and non-fiction texts to read.
- Try some of the lesson plans on the Into the Book website.

BOOK TALK

Title: _____ Author: _____

Genre: _____ Read by: _____

My response to this book: _____

